Resources in Education (RIE). Volume 18, Number 3.

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Spons Agency-National Inst. of Education (ED), Washington, DC.
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Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $70.00 (Domestic), $87.50 (Foreign).
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

Descriptors-*Career Education; Coordination; *Educational Cooperation; *Experiential Learning; Information Dissemination; *Information Networks; *Linking Agents; Models; Network Analysis; Program Effectiveness; Secondary Education; Staff Development; *Statewide Planning; Technical Assistance
Identifiers-Educational Brokerage; *Experience Based Career Education

A study assessed the activities of five state networks that were designed to transfer experience-based career education (EBCE) ownership to appropriate state and local institutions and to develop a state-level support system for continued implementation of EBCE in local districts. Focus of the analysis was on factors contributing to EBCE entry, statewide coordination of EBCE, brokerage, planning assistance, demonstration, training, and evaluation. Also examined were various issues relating to developing a functional network, including coordination and management, key leadership features, institutional support for EBCE, and communication and linkages. Data showed that the state networks studied were clearly successful in increasing educators' awareness and interest in EBCE learning approaches. However, they were less successful in setting up a long-term EBCE state training capability. Analysis of networks in the five states resulted in recommendations calling for development of a simple training model that provides a way to bring new trainers into the system as experienced ones leave as well as for development of a system of recognition and reward to provide incentives for individual participation. Network designers were also urged to strongly advocate EBCE in the districts augmented by active state coordinators. (MN)

ED221686 CE033748

Clark, Charles H.

Auctioneering Training Certificate Program 93-1001. Final Report.

Harrisburg Area Community Coll., Pa.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.
Pub Date 30 Jun 81
Note-105p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Behavioral Objectives; Citations (References); Equipment; Job Analysis; *Job Skills; Job Training; Merchandising; *Occupational Information; Occupational Surveys; Postsecondary Education; *Salesmanship; Vocational Education
Identifiers-*Auctioneers; Pennsylvania

A project was conducted to prepare a catalog of duties and tasks, performance objectives and guides, and instructional materials that would enable schools to develop instructional programs designed to prepare persons to enter the career of auctioneering. An occupational survey of auctioneers was conducted; a writing team of auctioneers prepared the performance objectives; a draft copy of the "Auctioneer's Catalog" was prepared, field reviewed, evaluated and finalized; and a statistical summary of the occupational survey was developed. These two publications form the bulk of this document. The summary of occupational tasks showed that the auctioneers who perform the widest range of tasks are those who are selfemployed fulltime and who are associated with an auction house. It also showed that a wide range of duties are performed and should be incorporated in the catalog. The catalog contains tasks, performance objectives, performance guides, goals, and equipment needed by auctioneers. The 65 tasks covered in the catalog are organized into the following categories: obtaining sales merchandise for auctions; appraisal of items; maintaining a business office; advertising; pre-auction procedures; auction procedures; and post-auction procedures. A bibliography is also included in the catalog. (KC)

ED221705 CE033846

Hamilton, George W.

Competencies Needed by Full-Time Employees to Enter the Apple Production Industry. Final Report.

Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date 30 Jun 82
Contract No-83-2001
Note-95p.; Master's Thesis, Pennsylvania State University.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Agricultural Education; *Agricultural Production; Agronomy; Competence; *Crop Processing Occupations; *Entry Workers; Harvesting; Horticulture; *Job Skills; Questionnaires; Surveys; Vocational Education
Identifiers-*Apples; Pennsylvania (Adams County)

A study identified the competencies needed by full-time employees entering the apple production industry. Other objectives of the study included: (1) identification of differences among competency areas needed for employees working for large, medium, and small growers (based on acreage); and (2) identification of differences among competency areas needed by employees working for growers with fresh market, processing market, or a combination of marketing outlets. One hundred fourteen Adams County, Pennsylvania, apple growers rated 210 competency statements, resulting in 195 of those statements being rated 3.0 or higher. Regardless of the size of the operation, growers were in agreement on their ratings of competencies for entry-level employment of 18 of 21 competency areas. Furthermore, principal market outlet was not a factor in the growers' ratings of 20 of the 21 competencies involved. Recommendations included using the project-developed survey instrument in competency assessments with other fruit tree growers and using the results of the study in developing instruction for vocational agriculture students preparing to enter the apple production industry. The survey instrument is appended. (MN)

and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221725 CE033904

Pribyl, Paul F.

Ladders. Fire Service Certification Series. Unit FSCS-FF-7-80.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 80

Note-28p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives; Course Descriptions; *Equipment Utilization; *Fire Fighters; *Fire Protection; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; Teaching Guides; Units of Study

Identifiers-*Ladders (Equipment); Wisconsin

This training unit on ladders is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 20-hour unit is to make the fire fighter capable of doing routine work with hand-operated ground ladders. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

This volume consists of the first four units of a basic core curriculum that is intended for all health workers. The units deal with the following topics: (1) the health care facility, the long-term care facility, the health team, and the nursing team; (2) verbal and nonverbal communication, written communication, human behavior, ethical behavior, and legal behavior; (3) maintaining the patient's environment, the nursing unit, equipment and supplies, introduction to first aid, emergency cardiopulmonary resuscitation and the Heimlich maneuver; and (4) organization of the musculoskeletal, integumentary, digestive, circulatory, respiratory, urinary, endocrine, reproductive, and nervous systems. Each unit is comprised of a series of learning modules, each of which contains a rationale, performance objectives, learning activities and answers, terminology, and one or more posttests. (MN)

Cyesis, for pregnant and parenting teens. Data from the center's year-end report showed that 228 students were served during the 1980-81 school year. Most students made academic progress, and almost 75% of the students completed the school year or graduated. Many students received assistance from social service agencies as well as physicians. Surveys of former and current students and staff revealed positive opinions about the Cyesis Center. Surveys of helping physicians and agencies revealed a need for dissemination of more information about the program. Data tables (N=25) are provided throughout the document to illustrate the program evaluation findings. (Author/JAC) abuse and the family milieu have generated increased interest in family treatment approaches to alcoholism. In assessing the "alcoholic family," the clinician must consider numerous aspects of family interaction which have been linked to abuse and to treatment outcomes. Results from a case study illustrate the relevance of the Family Environment Scale (FES), a multidimensional evaluation technique, in assessing the alcoholic family and initiating family treatment. FES results can also be given as feedback in a format readily understood by family members. The FES may also be periodically administered to monitor changes in the family relationship as treatment progresses. (Author/JAC) because they may reflect the impact of changing sex roles. To survey two aspects of attitudes toward marriage, i.e., evaluations and behavioral intentions, 214 unmarried college women completed a questionnaire. Results showed that, in general, attitudes toward marriage were favorable. Although 89% of the women expected to marry, they generally intended to delay marriage until about age 26. Evaluations predicted behavior intentions significantly as a whole for all groups except for those women from homes where the parents were separated. Those women whose parents' marriage was unhappy showed lower "expect to marry" scores. The findings suggest that attitudes toward marriage of participants from intact parental marriages seem to be integrated, whereas those from broken homes do not. (Author/JAC)

ED221837 CS006831

Berger, Allen, Ed.; Robinson, H. Alan, Ed.

Secondary School Reading: What Research Reveals for Classroom Practice.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Illinois Univ., Urbana. Dept. of Educational Psychology.; National Council of Teachers of English, Urbana, Ill.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-ISBN-0-8141-4295-8
Pub Date 82
Contract No-400-78-0026
Note-205p.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 42958, $9.50 member, $10.75 non-member).
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Classroom Techniques; Computer Literacy; *Learning Processes; Literature; Literature Appreciation; Literature Reviews; Reading Achievement; *Reading Instruction; *Reading Programs; *Reading Research; Remedial Instruction; *Remedial Reading; SecOndary Education; Sociolinguistics; Teaching Methods
Identifiers-Prose Learning; *Reading Strategies

Intended to help the secondary school classroom teacher make use of some of the current research related to reading instruction, this book contains reviews of the literature on the various aspects of secondary school reading. Each of the 12 chapters begins with an introduction to set the stage and ends with a conclusion to put the ideas into perspective--frequently classroom applications. The areas covered in the chapters are as follows: (1) reading achievement, (2) contexts of reading, (3) the reading process, (4) readers' strategies, (5) instructional strategies, (6) the nature and structure of text, (7) learning from text, (8) responses to literature, (9) responses to exposition, (10) organization and management of reading programs, (11) specialized services, and (12) computer literacy. The volume concludes with an epilogue on the new student, new teachers, and new demands in reading instruction. (HTH) that with increasing age there is a greater reliance on the media as a source of both entertainment and news. An analysis of the extent to which the subjects changed categories over time revealed that a substantial number of them did concentrate their use predominately on fantasy-oriented gratifications. High fantasy use orientation was associated with females and to some extent with working class subjects, though findings for IQ and age of leaving school did not follow similar class-related patterns. The use of friends for leisure activity and information correlated with changes in media use orientation. In conclusion, though the concept of these two dichotomous categories may help researchers, the categories themselves may be misleading, particularly when they are used to study distinctions based upon social class. (JL)

Activities; *Newspapers; Secondary Education; *Social Problems; *Social Studies; *Teaching Methods

Social studies teachers can involve their students in an issues-oriented curriculum by using the least expensive, least threatening medium available, the newspaper. The newspaper's stock in trade is the relevant, timely issue--just what is missing from all too many social studies classrooms. In dealing with issues in social studies classrooms, teachers are only limited by their imaginations. For example, three specific issues that can be explored through the use of the newspaper are gun control, capital punishment, and societal roles. Each issue can become an activity unit that would be approximately 1 to 2 weeks in length. A collection of news articles, editorials, letters to the editor, syndicated columns, editorial cartoons, and even advertisements would be useful to a discussion of gun control. The controversy surrounding capital punishment can be explored through a study of editorial pages. The advertising media of newspapers is a good place to examine how societal roles are changed or perpetuated. (Discussion questions and sequential activities are suggested for each topic issue.) (HOD)

ED221901 CS503978

Heath, Robert L.

Are We Teaching the Right Thing? What the Business Community Thinks and Expects.

Pub Date Oct 82
Note-14p.; Paper presented at the Meeting of the Texas Speech Communication Association (Houston, TX, October 7-9, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Education Work Relationship; *Employment Opportunities; Employment Patterns; Graduate Study; Higher Education; *Job Skills; Management Development; Organizational Communication; *Public Relations; *Speech Communication; *Speech Curriculum; Staff Development

To be competitive in the job market, speech communication students should have courses in technical subjects and business administration. A focused master's level speech communication education can prepare students for two career paths: public relations management (with emphasis on campaign design and corporate communication beyond the required entry-level writing skills) and personnel development. Those who seek upward mobility in public relations and corporate communication need sophisticated campaign design strategies, an understanding of federal and state regulations, archival and survey research skills, and an understanding of corporate operation. Those who seek upward mobility in personnel development and training must have the ability and knowledge to set policy and guidelines for development programs. In addition to these aforementioned skills, graduate students should understand and acquire management principles. Communication programs in general, and speech communication programs in particular, have been reactionary, following industry rather than being at the cutting edge. To increase the employability of graduate students, the speech communication program must take into consideration the educational needs of those employed in public relations and personnel development (HOD)

ED221921 EA014978

O'Reilly, Robert C.; Fellman, Beverly

The Clash between Private Religious Schools and State Regulations.

Pub Date 17 Aug 82

Note-21p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (36th, San Marcos, TX, August 15-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Church Role; Constitutional Law; *Court Litigation; Elementary Secondary Education; *Government School Relationship; *Private Schools; Religious Conflict; *Religious Education; State Church Separation; State Courts; State Legislation

Identifiers-Accelerated Christian Education; Nebraska; Religious Freedom

State regulation of nonpublic schools in Nebraska is the topic addressed in this paper. The paper examines recent court decisions in the state relating to this issue and also traces the progress and eventual fate of several bills introduced in the Nebraska legislature concerning waiving requirements for nonpublic schools. Nonpublic schools in Nebraska must meet two qualitative essentials to receive state approval: compulsory attendance and state certification of teachers. Nebraska does not regulate student performance through statewide testing or graduation requirements. Schools that do not meet the state standards are considered illegal schools, and both the operators and the parents are subject to prosecution by county authorities. Some fundamentalist religious groups in Nebraska have challenged the state's right to apply school approval standards to nonpublic schools. In one case examined in detail, "Nebraska v. Faith Baptist," Faith Baptist Church was found to be operating an illegal school because the teachers had not been certified by the state. The state's effort to close the school because of noncompliance with state school laws was successful. (Author/LL) readiness stage involves establishing an organizational climate supportive of the renewal process, and requires an understanding of school climate, coupling theory, and organizational theory. The conversion of adult learners' needs into staff development objectives is the focus of the planning stage. Programs relating to knowledge, skills, and attitudes must be incorporated into the training stage, which should include five frequently neglected components: theory presentation, modeling, practice, feedback, and coaching. Aspects of commitment and organizational change theory underlie the success of the implementation stage. The final stage, evaluation, depends on personalized, quantitative methods and careful data collection. The document concludes with a discussion of the interrelationships among the five stages and urges development of a self-renewing program. (Author/PGD) developmental change theory, and (4) the design and development of a new instrument, the General Concerns Inventory. The results from 3 years of study (1978-80) indicated that Kansas educators are still at an early stage of adoption of the mandated policy and only modest developmental change has occurred in the interval, though that change is in the hypothesized direction. The developmental theory received continued support. (Author/MLF)

ED221980 EC150047

Tobias, Robert; And Others

Project Referral, Evaluation, and Placement Training, 1980-1981, Title VI-D. Final Evaluation Report. [and] System Design Requirements for the Child Assistance Program for the Division of Special Education, New York City Board of Education.

Management Analysis Center, Inc., Washington, D.C.; New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Report No-NYC-OEE-5001-62-16601
Pub Date 1 Mar 82
Note-227p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Blacks; *Computer Managed Instruction; Delivery Systems; *Disabilities; Elementary Secondary Education; Emotional Disturbances; *Ethnic Discrimination; Ethnic Groups; Hispanic Americans; Inservice Education; Mild Mental Retardation; *Private Schools; Program Evaluation; Special Education; *Student Evaluation; *Student Placement
Identifiers-New York (New York); *Nondiscriminatory Assessment

The final evaluation report examines the effectiveness of Project Referral, Evaluation, and Placement Training, a New York City program to improve the delivery of services to handicapped children. The program consisted of three components: (1) the computerized Management Information System, (2) the Nondiscriminatory Assessment Component, and (3) the Committees on the Handicapped (COH) and School Based Support Teams (SBST) training component. Evaluation of the Management Information System indicated a 100 percent concordance between the data reporting needs of the Division of Special Education and the output reports generated by the system. Evaluation of the Nondiscriminatory Assessment Component yielded the following findings: (1) the ethnic composition of referrals for evaluation was proportionate to that of the school population; (2) Blacks were highly overrepresented in public school programs for the emotionally handicapped (EH) and moderately overrepresented in programs for educable mentally retarded (EMR); (3) Hispanics and Blacks were highly underrepresented in publicly funded private school programs for the EH and EMR; and (4) differential representation in public and private school placements accounted for nearly all of the ethnic disparity in EH placements and much of the disparity in EMR placements. Evaluation of the COH and SBST training component showed that staff had developed the manuals, forms, and procedures for the school based model and had trained SBST personnel in three pilot districts. Five workshops for evaluation personnel were held and evaluated favorably by the participants. Among recommendations of the report are that the ethnic disparity in private and public school special education programs be reduced, that the Resource Room Program be expanded, and that bilingual staff be hired for resource rooms in districts with underrepresentation of Hispanic students. Also included is an earlier report on the system design requirements for the management system with details on the data required and the types of reports to be generated. (DB)

Descriptors-Adolescents; Check Lists; Clothing; *Communication Skills; *Cooking Instruction; Course Descriptions; Current Events; Curriculum Guides; *Daily Living Skills; *Disabilities; *Leisure Time; Mathematics; *Money Management; Self Care Skills; Teaching Methods; Young Adults

The author offers curriculums, teaching guides, assessment instruments, and course descriptions for teaching independent living skills to handicapped adolescents and young adults. A guide on cooking and eating is designed to teach students how to use cooking utensils, cook healthy meals, plan nutritious meals, shop wisely, and budget food expenses. A separate course description outlines a program for teaching students to fix sandwiches, make soup, and fix simple snack items. A curriculum guide on money management focuses on basic money skills and consumer mathematics. A checklist of math and money skills is included as well as a mathematics pretest. A "General Experience Course for Students Unable to Take Academic Courses" is geared toward helping students work on basic communication skills and on developing gross and fine motor skills. A leisure time activities guide has three general goals--to develop and broaden interests in a variety of leisure activities, to become independent in initiating and engaging in leisure time activities, and to learn to make decisions and choices about the use of leisure time. In an independent living seminar, students discuss problems they are having and try to come up with solutions as a group. A current events class is outlined which emphasizes listening to, understanding, and discussing national and world news. A curriculum on how to talk to people covers such topics as faults in conversation, adjustment to other people, and nonverbal communication. Students learn principles of good grooming and techniques for improving their appearance in a curriculum titled "Looking Your Best." Also outlined are two brief courses on weight control and clothing maintenance. A checklist of reading skills is also provided. (SW)

methods--behavior modification; instruction with discussion, modeling, and role playing; and experimental exercises (such as group games and recreation activities). Program organization is detailed in terms of selection and grouping of participants, skills of trainers, organization of sessions, and training setting. Techniques used for assessing social skills are the Recreation-Social-Sexual interview, direct observation of the participant's behavior, and behavioral checklists/rating scales that inquire into social strengths and weaknesses. A final section of the booklet is concerned with the specific social skills addressed in the model, objectives, and sample training activities. Social skills fall primarily into three categories: interactive behavior skills, which are generally nonverbal; interpersonal communication skills, which require verbal interactions; and appropriate social behaviors, which are related to social norms. A final section contains bibliographies on scales with social skills components, on social skill development, and on adapted equipment. (SW) severe reading deficiencies. Literature on various programs, including the Learning Opportunities Center (Brooklyn, New York), is also reviewed. It is concluded that the absence of extensive literature dealing with the college English teacher and the LD student may prove that awareness of learning disabilities, especially in higher education, is a recent phenomenon. (SW)

Descriptors-*Child Language; *Imitation; *Language Acquisition; *Learning Processes; Mandarin Chinese; Preschool Children; Verbal Development

The use of imitation as a language learning strategy was explored in a case study of a child in a Mandarin-speaking family. Recordings were made over the course of 3 months, from the ages of 2 years 10 months to 3 years 1 month. It is argued that restrictive criteria regarding identity of form and temporal proximity of utterances have severely limited the data on use of imitation and distorted evaluations of the imitative process. As a result, imitation has been viewed as an unimportant part of the language learning process. The case study provides examples of the usefulness of imitation under a broader definition and shows imitation to be a continual learning strategy of variable potency. Recordings of the telling of a story without text were analyzed for instances of non-exact and deferred spontaneous imitations as opposed to immediate and exact imitations. The examples demonstrate that a broader definition of imitation provides significant evidence of imitation as an ongoing language learning stragegy. Transcriptions of speech samples and references are appended. (RW)

Descriptors-*Bilingual Education; Bilingualism; Bilingual Students; Court Role; *Educational Policy; *Educational Research; Elementary Secondary Education; Equal Education; *Federal Regulation; Government Role; Language Proficiency; Needs Assessment; Program Effectiveness; Second Language Learning

Identifiers-Elementary Secondary Education Act Title VII; *Lau v Nichols

The implications for research of the Lau regulations, the political climate in which the regulations were withdrawn, and the Lau remedies are explored. Research activities have been mandated by the Bilingual Education Act of 1978 in the areas of needs assessment, the quality of educational services, and the effectiveness of Title VII programs. Issues of bilingualism and bilingual education research that have retained their salience throughout the political change process include language proficiency assessment, the language acquisition process among bilinguals, and the role of language in access to education. The withdrawal of the Lau regulations signals a changing role for the federal government in bilingual education. The initiative for protecting equal access to education is likely to shift from the executive branch to the courts. Court decisions regarding bilingual education have drawn heavily on research. Documentation of the beneficial effects of mandated remedies on bilingual children remains limited. It is important for the research community to demonstrate the benefits of implementing the proposed remedies in terms of the economic costs of failure to provide adequate educational services to language-minority students. In addition, researchers should monitor the provision of equal education services under state and local jurisdictions as responsibility is shifted away from the federal government. (RW)

ED222097 HE015178

Hesburgh, Theodore M.

The Role of Voluntarism in America.

Business-Higher Education Forum, Washington, D.C.

Pub Date 15 Jan 82

Note-16p.; An address presented before the Business-Higher Education Forum (January 15, 1982).

Available from-Business-Higher Education Forum, One Dupont Circle, Suite 800, Washington, DC 20036.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agency Role; Cooperative Programs; Federal Aid; *Federal Regulation; Government Role; *Government School Relationship; *Higher Education; Organizations (Groups); *School Business Relationship; Voluntary Agencies; Volunteers

Identifiers-*Voluntarism

The role of voluntarism in America is considered by the President of the University of Notre Dame. It is suggested that Americans take voluntarism for granted and that its importance is not appreciated until comparisons are made to countries where everything is of, by, and for the state, even citizens and their rights. Before World War II, the federal involvement in education was minimal, about $60 million a year. After the war, when higher education enlarged, the federal government became its largest benefactor. Government loans were needed for academic buildings, research, and financial aid for students, among other areas. When federal support for education reached over $80 billion a year, regulators became important. It is suggested that too great a dependence on the government at the expense of voluntarism can unduly restrict freedom. A reasonable balance, where voluntarism and government aid are synergistic, working together rather than at cross-purposes, is advocated. Despite what many would call excessive federal involvement, some unique accomplishments have taken place (e.g., universal access to higher education and support of research and graduate education in universities). What is needed to maintain current gains in many critical areas is a partnership of voluntary and governmental efforts. Also a rebirth of voluntarism in new forms is desirable, as is a rebirth of collaboration between business and higher education. (SW)

dropping out of school indicate that financial aid problems and the lack of meaningful interpersonal relationships are major concerns. A new course on the dynamics of individual development and a 1981 workshop on Piagetian concepts are discussed, along with proposed new directions for the college and statistics on characteristics of dropouts. A questionnaire is appended. (SW)

Identifiers-*Blue Ribbon Commissions; *Missouri; University of Missouri

A report on the Missouri Extension Study Commission's (a blue ribbon commission) review of the scope, organization, management, and funding of extension activities conducted by Missouri colleges and universities is presented. Based on information obtained from public hearings and studies, 10 general recommendations are offered that pertain to: coordination of and interinstitutional cooperation in the offering of credit and noncredit courses off campus; the level of self-support from student payments appropriate for noncredit continuing education programs; the quality of state university extension programs; University of Missouri's Community Development and Local Government Programs; the role of county extension councils; the need for written letters of understanding for state colleges and universities and government entities whose work parallels that of the institution; the need for the University of Missouri to review the administrative structure for extension; the need to evaluate youth programs; and the low visibility of home economics programs. Appended materials include summaries of surveys of off-campus credit and noncredit offerings. These surveys deal with the types and location of extension services offered by Missouri colleges and universities and the methods and levels of funding for the courses. In addition, information is appended that provides an overview of the cooperative extension and university extension activities of the University of Missouri, including the funding, organization, and staffing patterns of these activities. The Executive Order creating the Extension Study Commission, a list of public hearings, general material on funding and structure of extension, summary of the survey of non-credit instruction, summary of the survey of off-campus instruction, and remarks of Commissioner Robertson are also appended. (SW)

physical and social environment, and failings of health services. A list of participants is included. (SW)

ED222148 HE015587

Health Manpower Planning. Report on a Workshop (Copenhagen, Denmark, October 26-30, 1982).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No-ICP/MPM-028

Pub Date Oct 82

Note-15p.; For related documents see HE 015 586-588.

Available from-World Health Organization, Regional Office for Europe, Scherfigsvej 8, DK-2100 Copenhagen, Denmark.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agency Role; Delivery Systems; Employment Opportunities; Foreign Countries; Guidelines; *Health Personnel; Health Services; Higher Education; Human Resources; *International Organizations; *Labor Supply; Medical Education; Needs Assessment; Nursing Education; *Planning; Problem Solving; *Professional Education; Training Objectives; Workshops

Identifiers-*Europe; *World Health Organization

A report of a 1981 Workshop on Health Manpower Planning, sponsored by the World Health Organization's (WHO) Regional Office for Europe, is presented. The purpose of the workshop was to familiarize participants with the procedural steps of health manpower planning (HMP) and with methods of organizing it in their respective countries. The content covered the following: producing a situation report; projecting health manpower supply and requirements; identifying the problems the projections imply; proposing solutions to the problems, taking into account the organizational and managerial implications; producing strategic and detailed health manpower development plans; and implementation, monitoring, and evaluation of the plans. Workshop participants recommend that: countries should call on WHO to provide assistance in planning the introduction of HMP, in training in HMP, and in implementing and monitoring of HMP; WHO should periodically organize intercountry workshops on current HMP problems; WHO should support national HMP workshops and the formulation of national manpower plans; and WHO should assemble and publish examples of good HMP practice in order to support HMP in other countries. Evaluation of the workshop, its format and content, was also undertaken. The workshop was based on "Guidelines for Health Manpower Planning," by P. Hornby, D. K. Ray, P. J. Shipp, and T. L. Hall and "Health Manpower Planning: Principles, Methods, Issues," edited by T. L. Hall and A. Mejia. Appended materials include a list of workshop participants and a detailed program and timetable. (SW)

ED222164 IR009417

Beilke, Patricia F.

School Libraries and Priorities for Development: Selected Comments.

International Federation of Library Associations, The Hague (Netherlands).

Pub Date Aug 80

Note-18p.

Available from-Paper presented at the Annual Meeting of the International Federation of Library Associations (Manila, The Philippines, August 18-23, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Check Lists; *Developing Nations; *Educational Improvement; Elementary Secondary Education; *International Organizations; International Programs; Librarians; Library Planning; *School Libraries; Teachers; Training

Identifiers-International Federation of Library Associations; Library Statistics

This paper examines the establishment and development of school libraries within a context of international educational improvement and proposes three discussion questions for the meeting of the Section on Statistics of the Management and Technology Division of the International Federation of Library Associations (IFLA). The paper is divided into nine sections, which discuss the purpose of school libraries, the improvement of school libraries and education, the familiarization of teachers with school libraries, the training of persons to establish school libraries, the educational program for school librarians, the necessity for joint planning by teachers and school librarians, the need for stimulation of the development of school library materials and equipment, the availability of computer technology to school librarians, and the collection of school library statistics. The paper also identifies three questions for later discussion including IFLA contributions to the UNESCO and World Bank education sector analyses, IFLA guidance of needed experimental projects for education, and IFLA support of a specific proposal to assist Nicaragua to form an association for professional librarians and develop a system of gathering and reporting statistics. A list of 14 references is provided. (ESR) board, the video and audio switching systems, synchronization, keyboard logic, and maintenance information. Appendix A gives detailed instructions for using the unit, and step-by-step instructions for coping with system failures are listed in appendix C. Three references are listed. (Author/LMM)

ED221746 CE033939

Health Occupations Curriculum. Skills and Theory for Health Assistant. Volume 2, Units 5-7.

Arizona State Dept. of Education, Phoenix.
Spons Agency-Department of Education, Washington, DC.
Pub Date 82
Note-296p.; For related documents see CE 033 938-943.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Abbreviations; *Allied Health Occupations Education; *Dietetics; Disease Control; Food; *Health Occupations; Health Personnel; Hygiene; Job Skills; Learning Modules; *Medical Vocabulary; *Nutrition; *Sanitation; Secondary Education; Vocational Education
Identifiers-*Asepsis

This volume consists of three units of a basic core curriculum that is intended for all health workers. Covered in the units are the following topics: (1) the body's need for food, the effect of food on the body, the five food groups, the six nutrients, and therapeutic diets; (2) general principles of asepsis, specific methods of maintaining medical and surgical asepsis, the infectious process, and transmission of disease; and (3) words and phrases used in making nursing observations; roots, suffixes, and prefixes; commonly used abbreviations and symbols; and surgical and diagnostic terms. The units contain a series of learning modules, each of which contains a rationale, performance objectives, learning activities, terminology, and one or more posttests. (MN)

ED221769 CG016194

Johnson, Diana DeVore; Lichtenberg, James W.

Physical Illness and Subscription to Ellis' Irrational Beliefs.

Pub Date Apr 81
Note-13p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (St. Louis, MO, April 12-15, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; Age Differences; Attitude Measures; *Beliefs; *Diseases; Locus of Control; *Physical Health; Physiology; *Predictor Variables; *Psychological Characteristics; Sex Differences
Identifiers-*Irrational Beliefs (Ellis)

Research has shown a generally positive correlation between a person's propensity for illness and certain psychological variables. To investigate the relationship between an individual's age, sex, and degree of subscription to each of Albert Ellis' 10 irrational beliefs and their frequency and type of illness, 122 adults completed the Irrational Beliefs Test and an illness questionnaire. In general, the older subject with a high need for approval, competency, and achievement, a low need to find the perfect solution to every problem, and, to a lesser extent, a high dependency on other stronger persons correlated with more organ systems being affected by illness, more chronic illnesses, and, to some extent, a greater total frequency of illness. This was true more often in females than in males. The findings suggest that subscription to irrational beliefs in combination with age and sex tends to account for some of the variance in the selective process of illness not accounted for by natural environmental factors. (Author/JAC)

ED221793 CG016219

Morgan, Charles H., Jr.

Personality Factors and Stress Ratings of Life Changes in a College Population.

Pub Date 16 Apr 82

Note-24p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982). Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adjustment (to Environment); *Change; *College Students; Higher Education; *Locus of Control; Personality Traits; Physical Health; *Responses; Social Cognition; *Stress Variables; *Student Characteristics

Identifiers-*Life Events

Previous research has shown a statistically significant correlation between life change stress and physical illness. To examine the relationship between locus of control and the rating of life events and to examine the relationship between responsiveness to threat and ratings, a sample of 274 college students answered a series of four questionnaires, including the college-modified Social Readjustment Rating Questionnaire, the Rotter Internal-External Scale, the Byrne Repression-Sensitization Scale, and the Learning Strategies Questionnaire. Results indicated that perception of an event, as influenced in some events by locus of control, influenced the response to the event to a certain extent. In addition, though, it was likely that locus of control may have influenced the response of an individual to certain events, the ratings of which showed no influence from locus of control. The relationship between event-ratings and the response-to-threat construct of repression-sensitization was only partially upheld. The findings confirm the existence of systematic differences in individual perception and rating of life change events. (JAC)

ED221817 CG016255

Billingsley, Donna; And Others

Beyond Anecdote and Analogue: "Real World" Research on Gender and Psychotherapy. Symposium.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the Southeastern Psycholgical Association (28th, New Orleans, LA, March 24-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Counseling Effectiveness; Counseling Techniques; Counselor Characteristics; *Counselor Client Relationship; Higher Education; *Psychotherapy; Research Methodology; *Research Problems; *Sex Bias; Sex Stereotypes; Supervision; *Therapists

Identifiers-*Analogue Models

Since a 1970 study found differential mental health standards for men and women, studies evaluating the impact of such standards on psychotherapy treatment plans have been mixed. Two recent investigations were designed to correct for earlier problems in archival research, and a third was designed to correct for the analogue problem of using pseudo-case histories rather than actual working therapist-client pairs. Findings on the treatment plans of experienced therapists from data analyses of the three studies revealed that therapists responded to their perceptions of their client's presenting problems rather than client gender in formulating treatment plans. Therapists tended to focus on specific problem remediators rather than on the less specific cultural traits involving sex roles. The results suggest that in the early stages of therapy, feminine themes such as self-awareness and the ability to communicate may be vital to the creation of a workable therapeutic environment and that these themes are probably more an expression of therapy stage and only incidentally related to gender role. (JAC)

ED221858 CS207140

Collier, Richard M.

Writer-Based Prose, Creativity Research, and Protocol Analysis.

Pub Date Mar 82
Note-33p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cerebral Dominance; *Cognitive Processes; *Creativity Research; Higher Education; Instructional Improvement; Learning Theories; Problem Solving; Writing Instruction; *Writing Processes; *Writing Research; Writing Skills
Identifiers-*Protocol Analysis

An experiment was conducted to test the hypothesis that recent theories connecting creative problem solving with cerebral specialization might explain why some writers compose much more effectively than others. Specifically, the experiment was designed to find ways composition teachers can help students to transform writer-based prose into reader-based prose. Ten subjects were involved, two as controls and eight as active participants, four experienced and four inexperienced writers. They wrote for an hour and fifteen minutes while producing a thinking-aloud protocol that was taped, transcribed, and carefully analyzed. An attempt to chart the protocol's data on flexibility and persistence according to left hemisphere/right hemisphere analogs produced incongruity until it became clear that there were actually two flexibility sets and two persistence sets interacting with hemispheric activity. This finding produced a model of four separate, more-or-less effective composing/problem solving processes, based on the various combination of these sets. These results suggest several pieces of practical advice for composition teachers concerning, among other things, heuristics, framing techniques, meditation, and autobiographical and expressive prose. (Several charts and graphs are included.) (JL)

ED221941 EA015033

Stewart, William O.

The Opinions of Administrators and Teachers on the Process of Collective Bargaining and the 1979-80 Negotiated Contract between the Chicago Board of Education and the Chicago Teachers Union.

Pub Date Aug 80

Note-146p.; Ed.D. Dissertation, University of Sarasota.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Administrator Attitudes; *Collective Bargaining; Contracts; Elementary Secondary Education; Questionnaires; *School Administration; School Surveys; Tables (Data); *Teacher Administrator Relationship; *Teacher Attitudes; Unions

Identifiers-*Chicago Public Schools IL

Administrators and teachers in the Chicago (Illinois) Public Schools disagree significantly on the extent to which administrative prerogatives should be limited, according to statistical analysis of the opinionnaire responses of 162 educators from all of Chicago's 27 public school districts. The respondents were asked to agree or disagree with 25 statements, each presenting in simplified form a position on one of the major issues in the contract negotiations held between the Chicago Teachers Union and the Chicago Board of Education. Administrators and teachers essentially agreed on the 10 issues relating to contract provisions affecting teachers and administrators similarly, and disagreed over 15 statements that appeared to encroach on the control of principals and superintendents over school administration. In addition to a presentation and analysis of the data, this dissertation includes a brief historical review of the labor movement in the United States, a chronicle of the financial crisis affecting the Chicago school system during the winter of 1979-80, and a copy of the survey instrument. (PGD)

ED221960 EA015135

Neal, Richard G.

Bargaining Tactics: A Reference Manual for Public Sector Labor Negotiations. Volume 2.

Report No-ISBN-0-9605018-6-X
Pub Date 83
Note-234p.; For related documents, see ED 199 897, EA 015 031, and EA 015 136-137.
Available from-Public Employee Relations Service, Box 23, Manassas, VA 22110 ($30.00; quantity discounts).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Collective Bargaining; Communication Skills; Contracts; *Employers; *Government Employees; Guidelines; Labor Relations; Listening Skills; *Methods; Negotiation Impasses; Strikes; Unions
Identifiers-*Negotiation Processes; Negotiators

A supplement to an earlier-published volume on bargaining tactics, this document presents specific tactics that can be used in the course of public sector collective bargaining to further management's pre-established negotiating strategies. All the tactics suggested are drawn from the author's personal experience as a public sector labor negotiator. The book is in nine parts, discussing (1) the nature of negotiations in general and of labor negotiations in particular; (2) procedures to follow in preparing for negotiations; (3) maintaining an emotionally peaceful negotiating climate; (4) 32 tactics to avoid using; (5) 56 good general tactics; (6) union tactics that may need to be countered; (7) communications skills and communications traps; (8) listening skills; and (9) contract-writing skills. (PGD)

ED222035 EC150308

Parent Helper: Handicapped Children, Birth to Five.

Maryland State Dept. of Education, Baltimore. Office of Special Education.

Pub Date 81

Note-28p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Child Development; *Disabilities; *Home Programs; Infants; *Learning Activities; *Parent Child Relationship; Preschool Education

Identifiers-Parent Materials

Intended for parents of preschool handicapped children, the guide provides information on how children learn and suggests activities within the daily routine that can be used as learning opportunities for the child. Following an introduction are milestone charts for the areas of cognition, communication, gross motor, fine motor, self help, and social skills. Charts are divided into the following age ranges: 0 to 3 months, 3 to 6 months, 6 to 9 months, 9 to 12 months, 12 to 18 months, 18 to 24 months, 24 to 36 months, 36 to 48 months, 48 to 60 months, and 60 plus months. It is pointed out that the child learns by using his/her senses, by experimenting, by imitating, by exploring, and by playing. Suggestions for helping the child learn include going from the known to the unknown, keepng tasks simple to match short attention spans, and being aware of the child's limitations. Ideas and activities are suggested for creating a positive home learning environment. Among the activities described are the following: provide the infant with stimuli to motivate movement of eyes, head, body, arms, and legs; use everyday situations as learning experiences; let the child explore the many movements of his/her hands; and praise, smile, and encourage repetition when the child makes a new sound. The guide concludes with activities which illustrate how everyday occasions can be used as learning experiences. (SW)

ED222114 HE015510

McCorkle, Chester O., Jr; Archibald, Sandra Orr
Management and Leadership in Higher Education.
Spons Agency-California Univ., Davis.; Ford Foundation, New York, N.Y.
Report No-ISBN 0-87589-532-8
Pub Date 82
Note-236p.; Also supported by the California Aggie Alumni Foundation.
Available from-Jossey-Bass Inc., P.O. Box 62425, San Francisco, CA 94162 ($16.95).
Document Not Available from EDRS.
Descriptors-*Change Strategies; *College Administration; *College Planning; Faculty College Relationship; *Higher Education; Improvement; Information Needs; Institutional Evaluation; *Leadership; *Management by Objectives; Organizational Objectives; Program Evaluation; Program Implementation; Resource Allocation; Student College Relationship

A new approach to academic management is described that combines innovative techniques of planning, resource management, and evaluation to enable administrators to respond more effectively to challenges of the present and future. Chapter 1 describes the challenges facing higher education: (1) protecting and enhancing institutional quality; (2) maintaining financial viability and independence; (3) keeping essential personnel and facilities vital in the face of few, if any, additions; (4) increasing student participation and improving access to education; (5) enhancing operational efficiency and productivity; (6) improving public understanding and support; (7) learning to live more effectively with uncertainty; and (8) developing and implementing management processes that are adapted to the academic setting. The weaknesses of traditional academic management are analyzed and a systematic and practical approach to management is presented that is consistent with academic values and decision-making structures. Chapters 2 through 4 show how to undertake planning, which is defined as setting objectives and selecting steps to achieve them. Chapters 5 through 7 explain resource management, and chapters 8 and 9 describe assessment of results, defined as comparing the outcome of the implemented process with planned objectives. Chapter 10 provides guidance for establishing a successful improvement effort in management planning. Suggestions offered include: increase faculty involvement to make faculty a primary resource; increase staff participation in the implementation process; include governing boards as support people; and design information searches to answer the type of question being examined. Bibliographical resources on academic management are provided. (LC)

ED222185 IR010419

Holloway, Robert E.

Technology Transfer and Instructional Development.

Pub Date May 82
Note-25p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, May 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developing Nations; Educational Planning; *Educational Technology; *Instructional Development; International Programs; *Media Selection; *Technical Assistance; Technological Advancement; *Technology Transfer

Transfer of instructional technology is the last step in the knowledge cycle, preceded by invention, technical and commercial development, and dissemination. Technology includes both equipment and the practical knowledge needed for application. Industrialized nations package technology; however, little practical knowledge is transferred with packages. The knowledge remains with the originator or imported technical staff, maximizing short-term implementation. Without adaptation, however, long-term failure is probable. Instructional development is generally described as a systematic decision-making process. In practice, the process has frequently been an effort to develop a convergent, closed system. Such systems appear clear and unambiguous, appeal to administrators and funding sources, and are efficient in controlled settings. Transferring technology to new settings may require an alternative instructional development process that makes fewer assumptions about outcomes. Such a process would assume that technology will evolve in an open system in a kind of reinvention cycle. Development-as-reinvention appears less exact and is more expensive in implementation. In return, it offers a higher probability for long-term success. Finally, through a gradual socialization of the technology and the recipient, it offers opportunities to examine second-order consequences. Policy implications for funding agencies include recommendations for small pilot projects and long-term developmental funding. (Author/LMM)

ED221668 CE033377

Druian, Greg; And Others

Experiential Education: A Search for Common Roots.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date 14 Feb 80

Contract No-NE-C-00-4-0010

Note-32p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education; Comparative Analysis; Educational Cooperation; Educational Objectives; *Educational Practices; Educational Strategies; *Experiential Learning; Outcomes of Education; Participant Characteristics; Program Administration; *Program Content; Program Descriptions; *Program Development; Secondary Education; Student Role; Teacher Role

Identifiers-Experience Based Career Education; *Foxfire; *Outward Bound

A project was undertaken to develop a framework for identifying essential elements in various experiential education programs. Chosen as subjects for the investigation were the following three programs:

Experience Based Career Education (a high school level program providing fully accredited community-based instruction in basic and life skills as well as in career development); Foxfire (a cultural journalism program reflecting the uniqueness of the local community); and Outward Bound (a wilderness experience designed to help students find meaning through group and individual encounters with unfamiliar environments that provide physical stress). After reviewing pertinent literature and interviewing staff of all three projects, researchers isolated what they believed to be the essential characteristics exhibited by the programs in nine dimensions. These were purposes, setting, characteristics of participants, learning strategies, student roles, instructor roles, products of learning activities, management and support factors, and project outcomes. Based on their findings, the researchers proposed 33 essential elements within the above-mentioned 9 dimensions of experiential education. Included among these were a realistic, non-contrived setting; provision of learning experiences that are individualized, sequential, and developmental; active student participation in planning and implementing activities; and formation of positive relationships with external agencies. (MN)

ED221880 CS207219

Caisley, Kathy

Evaluation of Implementing Proofreading into the School Spelling Program.

Educational Research Inst. of British Columbia, Vancouver.
Report No-ERIBC-82:12
Pub Date 82
Grant-DG-327
Note-88p.
Available from-Educational Research Institute of British Columbia, Suite 400, 515 West 10th Ave., Vancouver, British Columbia V5Z 4A8, Canada.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Research; Elementary Education; Experimental Programs; *Spelling; *Spelling Instruction; *Word Lists
Identifiers-*Canadian Spelling Program; *Proofreading; *Word Master in Spelling

A study evaluated the effectiveness of the "Word Master in Spelling" program. In it, students study core words on the Ves Thomas "Canadian Spelling Program." Every 6 weeks, they are given a written review test and a proofreading test based on the five units they have completed. In 1981-82, subjects were 160 children in grades K through 7 at a small city school in Canada. The Canadian Test of Basic Skills (CTBS) and the Wide Range Achievement Test were used to guage the results of the program. Because of highly mobile students and high initial scores, the sample population was inadequate for research purposes. Given this problem, the three findings, (1) that students in the program did no better on proofreading tests and worse on written tests than other students; (2) that boys and girls did not differ in achievement; and (3) that higher achievers did more poorly than students outside the program while low achievers did improve, cannot be considered conclusive. Further research on younger and poorer spellers is still needed, as is an analysis of the gaps evident between performance on written spelling and proofreading tests. (The appendix, which makes up the bulk of the document, includes copies of the tests used, tables of results, the proofreading program, and a bibliography.) (JL)

ED222016 EC150084

LeBlanc, Maurice A.

Rehabilitation Engineering Center with Research in Controls and Interfaces for Severely Disabled People. Progress Report for Third Year Grant, September 30, 1980-September 29, 1981.

Children's Hospital at Stanford, Palo Alto, Calif. Rehabilitation Engineering Center.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date Sep 81

Grant-G008005817

Note-149p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Clinical Diagnosis; Congenital Impairments; *Disabilities; *Human Factors Engineering; Mobility Aids; Needs Assessment; Physical Disabilities; Program Descriptions; Prostheses; *Rehabilitation Centers; Research and Development Centers; *Research Utilization; Sensory Aids; Technology

Identifiers-*Rehabilitation Engineering Center CA

The Rehabilitation Engineering Center (Palo Alto, California) has developed a wide range of patient services which provide assistance to the disabled community in northern California and various research activities which have had impact on the disabled population nationally. The Center has three philosophical goals: to assist each child toward as normal growth and development as possible, to assist each adolescent to bridge the transition between childhood and adulthood, and to assist each adult to develop a life style which maximizes his/her potential and quality of life. Patient service activities involve the areas of orthotics (plastic, vacuum formed, custom systems); seating and mobility; prosthetics; communicaton and controls; prevention of tissue trauma; and special projects (such as occupational and physical therapy). Other reseach activities focus on seating systems for body support and prevention of tissue trauma, versatile portable speech prosthesis, and control and display design principles. NIHR (National Institute for Handicapped Research) research activities are divided into five categories: research and development activities, clinical evaluation activities, interaction with industry activities, education and training activities, and dissemination of information and research utilization activities. Activities are usually described in terms of the objective, impact, personnel involved, progress to date, dissemination of information, and utilization of the research. Appendixes contain assessment forms for evaluation of clients' control abilities, an assessment form for evaluation of clients' need for and use of rehabilitation engineering services, a report on a followup study on communication aids, a description of the rehabilitation engineering clinical internship, a list of inservice programs, a table of miscellaneous projects, and a mobility device evaluation form. (SW)

ED222056 FL013222

Randall, Janet H.

The Acquisition of Agents: Morphological and Semantic Hypotheses.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date 82

Note-9p.; In its: Papers and Reports on Child Language Development, Number 21, p87-94.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language; *Grammar; *Language Acquisition; *Morphology (Languages); *Nouns; Verbal Development; Young Children

Children's acquisition of agent nouns within a framework of morphological structural principles is explored. Language acquisition has been conceptualized as a process of parameter setting in which the learner is richly endowed with a vocabulary of primitives and rule schemata. Exposure to the primary data will be filled in from the range of options allowed by universal grammar. It is argued that while it may initially appear that learners are using rules that are incorrect for analyzing the particular data, these rules actually fit into the larger system the learners are acquiring. Children's use of morphological structural principles in agent noun acquisition was evaluated in an experiment involving 21 children between the ages of 3 and 7. The results were consistent with the hypothesis that children's grammars reflect morphological structural principles within a framework which takes into account the logic of learnability. (RW)

ED222131 HE015542

Haase, Patricia T.

Primary Care in the Baccalaureate Nursing Program. Pathways to Practice.

Southern Regional Education Board, Atlanta, Ga

Pub Date 82

Note-21p.

Available from-Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bachelors Degrees; *Clinical Experience; College Faculty; College Students; *Curriculum Development; Elective Courses; *Faculty Development; Geographic Regions; Higher Education; Nursing; *Nursing Education; *Primary Health Care

Identifiers-Dillard University LA; Emory University GA; Hampton Institute VA; Medical College of Virginia; Mississippi University for Women; Texas Womans University; United States (South); Virginia Commonwealth University

The work and findings of the Southern Regional Education Board's Nursing Curriculum Project (NCP) for baccalaureate programs, which included faculty development programs for primary nursing care and clinical electives, are discussed. The historical background of primary care in the baccalaureate nursing program is traced, and characteristics of practice are defined for the baccalaureate and master's level. Four faculty development projects were established in the southern region to assist faculty learners to expand their concepts of primary care, view the commonalities of nursing practice as they vary with the setting for practice, and learn new methods necessary for practice in primary care. The four nursing programs were located at Emory University, Mississippi University For Women, Texas Woman's University, and Virginia Commonwealth University/Medical College of Virginia. Each project employed the same general format: an initial, intensive 3-week didactic and clinical session on campus followed by a 9-month period during which each learner worked with a preceptor at home, was visited by the NCP director, and attended one or two seminars. A 3-week summer session was devoted to curriculum planning. Finally, to demonstrate the efficacy of electives for increasing the flexibility of a nursing curriculum and maintaining its relevance to changing health care practices, two southern schools were chosen as sites to develop electives: Dillard University in New Orleans and Hampton Institute in Tidewater, Virginia. The clinical elective provides students experience in industry, schools, geriatrics, rehabilitation, community health agencies, and hospitals. (SW)

ED221647 CE028145

Cooney, Joe

Linking Math, Reading, and Writing Skills to Jobs.

San Mateo Office of Education, Redwood City, CA.

Pub Date 81

Note-213p.; Small portions of the document may not reproduce well due to small type. Developed for San Mateo County CETA Adult Employment Training Units by the CETA Staff Development Project through a grant from San Mateo County CETA Prime Sponsor.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Administrator Guides; Basic Skills; Behavioral Objectives; Diagnostic Tests; Educational Needs; Entry Workers; *Job Skills; Program Descriptions; Program Guides; *Reading Skills; *Skill Development; Standards; Student Evaluation; Test Construction; *Vocational Evaluation; *Writing Skills

Identifiers-Basic Skills Brush Up Centers; Comprehensive Employment and Training Act; *Entry Standards Assessment; *Mathematics Skills

This volume explains the products and processes of the Entry Standards Assessment (ESA)/Basic Skills Brush Up System. The ESA/Basic Skills Brush Up Centers System is a program designed to provide Comprehensive Employment and Training Act (CETA) clients with the math, reading, and writing skills needed to take advantage of job training. Following an introductory description of the system, the ESA, a job skills checklist, is examined. Section 3 shows how the ESA is used by CETA staff. The fourth section describes the Basic Skills Brush Up Centers, the individualized classrooms that provide basic skills instruction, and explains how the centers help clients acquire the basic job-related skills they need. Provided in the final section is a manual describing the process for developing ESA's. (A taxonomy of instructional objectives, originally developed by the Adult Competency Education Project, is appended to the volume. (MN)

ED221902 CS503979

Myers, Gail E.; Myers, Michele T.

Creating and Building the Interpersonal Communication Course.

Pub Date Oct 82
Note-9p.; Paper presented at the Meeting of the Texas Speech Communication Association (Houston, TX, October 1-2, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Course Organization; Higher Education; *Interpersonal Communication; Student Teacher Relationship; Teaching Methods

The creation and building of an interpersonal communication course varies with the course content and format, the instructor, and the students. Although such courses have changed over the past 10 years and will continue to change, there are five points of emphasis in which these variables figure. The first point or rule is that the course must successfully blend theory and applications, or experience. There is a great body of research literature and a wealth of activities, exercises, and experiences available to help teachers achieve this blend. Instructors are better trained than ever before, and students are more intelligent and curious. Rule 2 states that both in giving data and in developing understanding of the applications, teachers should leave room for students to fill in the gaps. Course content and format should include time for discussion, and the instructor may need to appear modest and fallible to motivate students to be attentive and assertive. According to rule 3, the interpersonal course must have a supportive climate to thrive. This means avoiding competitive situations in the classroom. "Do things" is rule number 4. Let the students get involved in activities, make mistakes, and learn from their errors. Finally, rule 5 states "discuss it, and get closure." Relate the activities to real life and draw longer range possibilities from the students as they predict how interpersonal exercises might affect their future communications. (HTH)

Moore, John A.

Reforming Education in America: A Critical National Need.

Pub Date Nov 81
Note-80p.; Circulated by the Commission on Human Resources of the National Research Council, Washington, DC.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Standards; *Curriculum Development; Educational Change; *Educational Improvement; Educational Objectives; *Educational Quality; Elementary Secondary Education; Higher Education; National Organizations; Public Policy; *Relevance (Education); School Effectiveness; Student Needs; *Teacher Education

Our educational establishment is so obviously failing the nation that the time for drastic remedial action is now. The nation needs first-rate scientists and engineers. It also requires a population that has a solid understanding of science grounded in a good general education. Our current ability to achieve these goals will not be used until national direction is provided by an agency other than federal or state government. The inadequacy of today's education results from schools' failure to demand quality from students (schools are often used to achieve society's social goals at the expense of education); from the teaching profession's inability to reward or attract capable newcomers; and from the universities' failure to train teachers to determine course content and instructional methods appropriate to the developmental levels of the students they teach. Solutions to some of these problems can be achieved through the formation of a national group to give direction to education and establish standards for textbooks, course content, teacher quality, and student performance. Further solutions involve raising standards for admission to institutions of higher education, reforming the undergraduate curriculum drastically, increasing cooperation between schools of education and other departments in their host universities, and enforcing higher standards for teachers and schools. (Author/PGD)

ED222000 EC150068

Le Droit de Votre Enfant a une Education: Un Guide pour les Parents d'Enfants Handicapes de l'Etat de New York (Your Child's Right to an Education: A Guide for Parents of Handicapped Children in New York).

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Report No-NYSED-82-6903

Pub Date Aug 81

Note-42p.; For English version of this document, see ED 215 455.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities; Due Process; Elementary Secondary Education; Eligibility; Individualized Education Programs; *Parent Role; Policy Formation; *Special Education; State Standards; Student Evaluation; Student Placement

Identifiers-*New York; Parent Materials

The handbook is a French translation of "Your Child's Right to an Education" published by the New York State Education Department, Office for Education of Children with Handicapping Conditions. The following topics are among those considered: eligibility for special education, program types, alternative placements (such as residential settings), referral, evaluation, individualized education programs, impartial due process hearings, early childhood services, parents' right to challenge educational decisions about their child (including information on hearings and appeals), and planning for the child's future. (DB)

ED222076 FL013254

Kaplan, Robert B., Ed.; And Others

Annual Review of Applied Linguistics: 1981.

Pub Date 82

Note-264p.

Available from-Newbury House Publishers, Inc., Rowley, MA 01969 ($17.95).

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies; *Applied Linguistics; *Bilingual Education; Bilingualism; *Educational Policy; Language of Instruction; *Language Planning; Literacy; Second Language Instruction

A collection of 18 essays focuses on the linguistic problems involved in accommodating and educating displaced and migrant populations throughout the world. The essays are divided into three sections covering (1) language policy at the national level, (2) language in education policy, and (3) educational practice. Among the specific topics discussed are language planning, bilingualism, the education of language minorities, bilingual education, and literacy in Eastern Africa, Australia, China, the Philippines, South Asia, the United States, England, the Arab Middle East, and New Zealand. Many of the papers are accompanied by annotated bibliographies. (RW)

ED221687 CE033757

Schira, Norma Jean; Parker, Martha Ann

Handbook for Advisors to Student Organizations in Health Occupations.

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date 82

Note-170p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Allied Health Occupations Education; Constitutional Law; Educational Resources; Evaluation Methods; Extracurricular Activities; Fund Raising; Group Structure; Guidelines; Health Occupations; High Schools; Institutional Cooperation; Leaders; Leaders Guides; Leadership Responsibility; Meetings; Money Management; Organizational Communication; *Organizational Development; Organizational Objectives; Parliamentary Procedures; Program Development; Program Evaluation; Public Relations; *Student Organizations; Student Participation; Vocational Education

Identifiers-*Health Occupations Students of America; *Kentucky

This handbook is designed to aid teacher advisors in organizing and operating a chapter of Health Occupations Students of America (HOSA) in Kentucky high schools. The handbook consists of 15 chapters covering the following topics: background and purpose of HOSA; organizational structure; organizing a chapter; membership and leadership; constitution and bylaws; parliamentary procedure; meetings and ceremonies; program of activities; budgets and fund raising; advisor responsibilities; competitive events; essential relationships (with school administration, other student organizations, other HOSA chapters, students, parents, and community and health professionals); public relations and resources; chapter evaluation; and HOSA in the classroom. Appendixes to the handbook contain a sample letter to parents of prospective members; sample HOSA forms; guidelines for a club constitution; HOSA study sheets; officer candidacy tests; campaign rules; conference and meeting guidelines; evaluation forms; and references. (KC)

ED221706 CE033847

Pre-Apprentice Preparation Curriculum.

Kanawha County Schools, Charleston, W. Va.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date Apr 82

Note-77p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Algebra; *Apprenticeships; Aptitude Tests; Decimal Fractions; Fractions; Geometry; Instructional Materials; Interviews; Learning Modules; *Mathematical Applications; *Mathematical Concepts; Measurement; Percentage; Secondary Education; Trigonometry; *Vocational Education; Whole Numbers; Worksheets

Identifiers-Applied Mathematics; General Aptitude Test Battery; *Mathematics Skills; *Preapprenticeship Programs

This preapprenticeship preparation curriculum consists of 13 learning modules. Covered in the modules are the following: the nature and scope of apprenticeships, a pretest to assess students' mathematical skills, the General Aptitude Test Battery, interviews for an apprenticeship program, whole numbers, common fractions, decimal fractions, measurement, percentages and averages, applied algebra, applied geometry, applied trigonometry, and organization of a panel discussion involving program sponsors and union officials. Each module contains some or all of the following: an instructor's guide, one or more information sheets, and one or more student competency sheets. Included on the competency sheets are a competency statement, references to one or more suggested texts, and evaluation criteria. (MN)

ED221726 CE033905

Pribyl, Paul F.

Fire Hose, Nozzles and Applicances. Fire Service Certification Series. Unit FSCS-FF-8-80.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 80

Note-26p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives; Course Descriptions; *Equipment Maintenance; *Equipment Utilization; *Fire Fighters; *Fire Protection; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; Teaching Guides; Units of Study

Identifiers-*Hoses (Water); Wisconsin

This training unit on fire hose, nozzles, and appliances is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 18-hour unit is to present accepted hose practices that meet federal standards and can be adapted to meet the needs of most fire departments. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221747 CE033940

Health Occupations Curriculum. Skills for Nursing Assistant. Volume 3, Unit 8.

Arizona State Dept. of Education, Phoenix.

Spons Agency-Department of Education, Washington, DC.

Pub Date 82

Note-393p.; For related documents see CE 033 938-943.

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-*Allied Health Occupations Education; *Health Occupations; Job Skills; Learning Modules; *Medical Services; *Nurses Aides; *Nursing; *Patients; Secondary Education; Vocational Education

Identifiers-*Patient Care

Part of a health occupations program, this instructional unit contains 13 learning modules for use in training nursing assistants. Covered in the modules are (1) making beds, bathing patients, and measuring intake and output; (2) body mechanics, moving and lifting patients, range of motion exercises, and caring for patients in casts or traction; (3) back rubs, hair and nail care, prevention and care of decubitis ulcers, applying heat and cold, and preparing patients for sleep and rest; (4) meal preparation and serving, enemas, rectal tube insertion, fecal impaction, collecting stool specimens, gastrointestinal intubation, and colostomy care; (5) intravenous therapy and observation for transfusion reaction; (6) oxygen therapy and sputum specimen collections; (7) Foley catheters, bladder irrigation, urine straining, specific gravity of urine measurement, collecting urine specimens, and urethal catheterization and closed drainage; (8) the endocrine system; (9) the reproductive system; (10) levels of consciousness; (11) pre- and postoperative nursing care, care of dressings, and using binders and bandages; (12) caring for dying patients; and (13) admission, discharge, and transfer. Each module contains a rationale, performance objectives, learning activities and answers, terminology, and a posttest. (MN)

ED221770 CG016195

Lofaro, Gregory A.

An Interactional Model of Supervision from a Developmental Perspective.

Pub Date 18 Mar 82

Note-13p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Counseling Theories; *Counselor Educators; Counselors; *Counselor Training; Curriculum Development; *Developmental Stages; Interaction; Models; *Practicums; *Professional Development; Student Teacher Relationship; *Supervisory Methods; Training Methods

This paper presents a model of counselor supervision which recognizes four specific stages of counselor development. The materials focus on the need for a developmental model, the interplay between this model and levels of training and professional practice, and the implications for curriculum planning and supervisory interventions. Studies currently examining this model are reviewed, as are previous studies on counselor supervision and counselor development. The development of the counselor through four stages is emphasized, including: (1) the beginning counselor who is dependent on the supervisor; (2) the supervisee who must resolve dependency conflicts with the supervisor; (3) the supervisee who emerges as a professional colleague; and (4) the supervisee who achieves a mastery level of counseling characterized by a high degree of professional and personal autonomy. (JAC)

ED221794 CG016220

Kerber, Kenneth W.; Wren, Richard W.

Helping in Non-Emergency Situations: Costs, Rewards, and the Altruistic Personality.

Pub Date Apr 82

Note-8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Altruism; Behavior Patterns; College Students; *Helping Relationship; Higher Education; *Individual Differences; Motivation; *Personality Traits; *Prosocial Behavior; *Rewards; Social Attitudes; Social Cognition

The reward-cost model of helping behavior in emergency situations suggests that the probability that an observer will help a victim depends, in part, on the relative strength of the rewards and costs of providing help. Factors that influence willingness to help in non-emergency situations were examined using descriptions of situations in which a person asked for different kinds of help. A sample of 132 college students indicated the amount of help they would provide in each situation and rated the perceived costs and rewards of providing help. Helping in the non-emergency situations was negatively related to the costs of helping and positively related to the rewards for helping and to personality differences in altruism, while controlling for social desirability bias in each case. In addition, highly altruistic persons viewed identical situations as more rewarding and less costly than persons low in altruism. The findings suggest that individual differences in helping behavior may reflect variations in the perception of social situations. (Author/JAC)

ED221818 CG016256

Klein, Susan S.; Dauito, Kathleen

What's Left of Federal Funding for Sex Equity in Education?

National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date Jun 82

Note-47p.; For related document, see CG 016 257.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education; *Equal Education; *Federal Aid; Federal Programs; *Financial Support; Postsecondary Education; Program Descriptions; *Public Agencies; *Sex Discrimination; *Sex Fairness; Sex Stereotypes

This overview of funding available for women's equity from federal sources reflects the decreasing governmental support for equal education programs. Major attention is given to federal support of research and development activities, and suggestions are offered on general strategies for obtaining such funds related to sex equity in education. Some federal funding sources are described, including the Women's Education Equity Act Program, Title IV of the Civil Rights Act, Vocational Education Act Programs, the National Institute of Education, the Fund for the Improvement of Postsecondary Education, the National Center for Education Statistics, the Office for Civil Rights, agencies within the Department of Health and Human Services, and ACTION, to name a few. These materials provide an agency overview, its relevance to sex equity, potential applicants, and publications and agency contacts. Programs both within and outside of the U.S. Department of Education are included. Public funding information sources are also listed with addresses and publications listings. (JAC)

ED221838 CS006832

Twohig, Paul T.

The Effects of Examples on the Comprehension of Textbooks.

Pub Date May 82

Note-18p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Minneapolis, MN, May 6-8, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes; College Students; Content Area Reading; *Context Clues; Higher Education; *Learning Processes; Readability; *Reading Comprehension; *Reading Research; Recall (Psychology); Secondary Education; *Sentence Structure; Textbook Preparation; *Textbooks

A study was conducted to examine learning from textbook sentences that provide examples. It was predicted that an example written succinctly and with a word order that emphasized its parallel semantic relations with the exemplified principle, such as "animals have parasites; dogs have fleas," would have a positive effect on idea comprehension. It was also predicted that examples with many irrelevant details or examples without explicitly stated principles would have neutral or negative effects on idea comprehension. Three versions of a 10th grade biology textbook chapter were constructed: well constructed examples (E+), poorly constructed examples with mostly unimportant principles illustrated (E-), and conditions with no example (NO). Ninety-two university undergraduate students read one of these three versions and performed a free recall task. As predicted, the recall performance was higher in the facilitative example (E+) condition than in either of the other two conditions. There was no difference in overall recall between the (E-) and the (NO) conditions. The protocols were also examined to see if, when the examples were recalled, their principles were recalled also. Subjects in the (E+) condition recalled the examples' principles 95% of the time, while subjects in the (E-) condition recalled only 59% of the corresponding principles. (HTH)

ED221942 EA015036

McPherson, Andrew; And Others

Social Explanation and Political Accountability: Two Related Problems with a Single Solution.

Pub Date Sep 78
Note-36p.; Paper presented to the Symposium on Accountability at the Annual Conference of the British Educational Research Association (Leeds, England, September 1978).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accountability; Cooperation; *Decentralization; Elementary Secondary Education; Epistemology; Foreign Countries; *Government (Administrative Body); Government Role; Politics; Research Problems; Research Projects; *Research Utilization; *Social Science Research
Identifiers-*Collaborative Research Programme (Scotland); Scotland

Governing bodies that are quasi-rational, representative, and democratic are accountable to those they govern in much the same way that social scientists are accountable to the academic community. Since they both appeal to rationality as the basis of their actions, governments and scientists must use epistemologically adequate procedures to produce, test, and judge the accounts they offer of their activities. These procedures invoke the following principles: intersubjectivity, openness, skepticism, and universality of participation. The first half of this document discusses the notions of "accounts" and "accountability"; the characteristics of governing bodies, their actions, and their accounts of themselves; and the nature of social science research and accounts of such research. The second part of the document defines the notion of collaborative research and describes the Collaborative Research Programme, a 3-year effort to decentralize the use and control of a periodic national survey of school-leavers in Scotland. This program attempts to make the aspects of the survey related to social science research more adequate epistemologically, while simultaneously promoting political accountability by providing the data and the theoretical bases necessary for appropriate government action. (Author/PGD)

ED221961 EA015136

Neal, Richard G.

School and Government Labor Relations: A Guide for Living with and without Unions.

Report No-ISBN-0-9605018-3-5
Pub Date 82
Note-277p.; Title appears on cover page as: School and Government Labor Relations: A Guidebook for School and Government Managers. For related documents see ED 199 897, EA 015 031, EA 015 135, and EA 015 137.
Available from-Public Employee Relations Service, Box 23, Manassas, VA 22110 ($30.00; quantity discounts).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role; *Collective Bargaining; Contracts; *Employer Employee Relationship; Employers; *Government Employees; Grievance Procedures; Guidelines; Labor Legislation; *Labor Relations; Union Members; *Unions
Identifiers-Administrator Rights; Negotiation Processes

Following introductory sections concerning the history of collective bargaining and the distinctions between the public and private sectors that affect labor relations, this document presents approaches that managers in the public sector can take when dealing with employees. The author notes the government's responsibility in the growth of unionization and describes the concepts and purposes of unionization in the private and public sectors. Arguing that government's statutory responsibility to provide services and its monopolistic control of those services give unions unfair advantages and deny the public its rightful control over government activities, the author proposes methods for resisting unionization. The document next discusses the handling of employee complaints and describes managers' rights to unionize and to bargain collectively. Two chapters of the document cover crucial steps for public agencies to take before and after beginning negotiations. A final chapter discusses administration of the contract. (PGD)

ED222036 EC150309

Larrivee, Barbara; Vacca, Janet M.

[Training Teachers to Apply Teaching Behaviors Which Provide for the Successful Integration of the Mildly Handicapped. Identifying Effective Teaching Behaviors for Mainstreaming. Research Report.]

Rhode Island Coll., Providence. Dept. of Special Education.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date 82
Grant-G007500999; G007801424
Note-369p.; Nine documents, published between 1979 and 1982, have been combined as one report.
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Competency Based Teacher Education; Data Collection; Elementary Education; *Inservice Teacher Education; *Mainstreaming; *Mild Disabilities; *Program Effectiveness; Psychoeducational Methods; Teacher Behavior; *Teacher Effectiveness; *Teaching Skills
Identifiers-Project RETAP

Nine documents report on activities of Project RETAP (Regular Education Teachers and Principals), an inservice training program which focuses on the development of teacher competencies necessary for the successful integration of the mildly handicapped child. The ultimate goal of the project is the assimilation and overt application of a variety of psychoeducational techniques and curricular approaches, which would provide a supportive learning environment for the exceptional child. "Assessing the Impact of an Intensive Inservice Training Model on Regular Teachers and Mainstreamed Students" is a research report on the effectiveness of Project RETAP in terms of affective and cognitive student outcomes and attitudinal and behavioral teacher outcomes. Findings from data on 27 kindergarten through sixth grade regular classroom teachers show that teachers receiving comprehensive training were able to bring about positive growth for mainstreamed students while simultaneously accomplishing similar gains for all their students. Seventy competencies important for teaching special needs students are identified in "Identifying Effective Teaching Behaviors for Mainstreaming." The instruments used to obtain the 70 variables are explained and samples are offered in "Instrumentation for Data Collection." It is noted that from classroom observation instruments, teacher daily record instruments, teacher self report instruments, and interview instruments, variables were identified and conceptualized within a framework of seven categories: classroom management, questioning style, academic learning time, individualization, teaching style, classroom climate, and attitudinal variables. Results of two more studies are reported in "A Comparison of Academic Learning Time (ALT) for Mainstreamed, Low, Average, and High Ability Students" and "Identifying Teachers Effective with Special Needs Students in the Regular Classroom Setting." Another document contains "Descriptive Tables for Specified Teaching Behaviors of Selected Effective Teachers." Two additional research reports are included which are entitled "Data Summary for the Identified Effective Teaching Behaviors for Mainstreaming" and "Effective Teaching Behaviors for Mainstreaming--A Descriptive Teacher Profile." A final performance report is offered for the validation phase of Project RETAP. Tables with statistical data are given. (SW)

ED222098 HE015302

White, Arthur H.; Bartolomeo, John S.

Corporate Giving: The Views of Chief Executive Officers of Major American Corporations.

Yankelovich, Skelly and White, Inc., New York, N.Y.
Spons Agency-Council on Foundations, Inc., Washington, DC.
Pub Date May 82
Note-135p.
Available from-Council on Foundations, 1828 L Street, N.W., Washington, DC 20036.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Attitudes; Administrator Role; Agency Role; Business; Community Organizations; Decision Making; *Economic Factors; Higher Education; Industry; *Organizational Objectives; Organization Size (Groups); *Philanthropic Foundations; *Private Financial Support; Role Perception; *School Business Relationship
Identifiers-*Corporate Support

The attitudes of chief executive officers (CEO's) of a sample of major U.S. corporations toward corporate philanthropy were surveyed. The sample consisted of 69 Fortune 1300 companies, 73 companies with $50 to $100 million annual sales volume, and 77 companies with $25 to $49 million annual sales volume. Attention was directed to current giving practices, including the nature of the decision-making process; general attitudes of CEO's toward cash giving and the goals of giving; factors determining CEO's level of commitment to corporate giving; and projections of future giving, including the factors that could increase giving in the future. The focus was cash giving since this is the principal form of corporate philanthropy. It was found that major American corporations are generous in their philanthropic programs and that many CEO's forecast increases in their companies' future giving. The CEO dominates corporate giving decisions, although other powerful corporate figures, such as members of board of directors and top executives, also play influential roles. CEO's indicated, however, that boards of directors have great, largely unrealized potential power to increase their companies' giving in the future. Corporate giving is an expression of enlightened self-interest and is generally not regarded as a form of social policy in any meaningful sense of the term. Many CEO's believe their giving programs are underachieving their major corporate and social objectives, and corporate giving is a relatively underdeveloped, poorly understood function in most companies. Strategies that might increase corporate philanthropy in the future are suggested. Appended materials include information on sampling procedures and the field protocol and a sample questionnaire. (SW)

ED222165 IR010167

[Selected Papers of the EDUCOM Annual Conference, October 1981].

Interuniversity Communications Council (EDUCOM), Princeton, N. J.
Pub Date Oct 81
Note-67p.; Best copy available. Papers presented at the Annual Conference of EDUCOM (Kansas City, MO October 1981).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Computer Literacy; *Computer Oriented Programs; Delivery Systems; Educational Television; Futures (of Society); *Higher Education; *Input Output Devices; Technological Advancement; *Telecommunications; *Videodisc Recordings; Video Equipment

This collection of 10 papers from the 1981 conference of the Interuniversity Communications Council (EDUCOM) highlights developments in new communications technologies and their impact on higher education, emphasizing computer usage and telecommunications advancements. Three papers analyzing computer applications to higher education focus on the role of higher education institutions in developing computer literacy (Arthur Luehrmann); the Decision Information Display System (DIDS), a computer-driven, rapid, interactive system for color mapping of statistics, which is designed to aid decision-making (Curtis L. Fritz); and an experimental implementation of a computer system in a political science office, which suggests implications for the office of the future (G. R. Boynton). Primarily concerned with telecommunications and video technology, the next four papers provide a tutorial on videodisc technology (Joan M. Sustik) a review of telecommunications technology (Robert Gaynor), a summary of instructional telecommunications in Alaska (Jane P. Demmert), and a discussion of the implications of television technology advances for higher education (John Blessington). The remaining papers address national and international policy issues related to higher education (Irving Shain), the implications of high technology for administrators (Joseph Lipson), and information systems control and security (Joel B. Urman). (LMN)

ED222186 IR010420

Television and Behavior. Ten Years of Scientific Progress and Implications for the Eighties. Volume I: Summary Report.

National Inst. of Mental Health (DHHS), Rockville, Md.
Report No-DHHS-ADM-82-1195
Pub Date 82
Note-103p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Behavioral Science Research; Literature Reviews; *Public Health; Social Behavior; *Television Research; *Television Viewing
Identifiers-Surgeon Generals Report on Television Violence

Recent literature on television and behavior is reviewed, synthesized, and assessed in this report, the first of two volumes. Questions of television's impact on viewer functioning are addressed for the general reader, for the purpose of elucidating research findings and their implications for public health and future research. The focus of this report is on public health generally, not just on children and adolescents. Issues discussed include cognitive and emotional aspects of television viewing, television and violence, television as it relates to socialization and viewer's conceptions of social reality, television's influences on physical and mental health, and television as an American institution. Literature reviews commissioned on specific topics from 24 researchers are integrated and assessed. A list of these papers and their authors is provided in appendix B. This volume and its companion offer an update and elaboration of information presented in the 1972 Surgeon General's Advisory Committee on Television and Behavior which assessed the effects of televised violence on children and youth and called for research on the relationship of television to the psychological growth and development of children. (LMM)

ED221859 CS207143

Gebhard, Ann O.

Quantitative Research in Written Composition.

Pub Date [74]

Note-20p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computer Oriented Programs; Elementary Secondary Education; *Evaluation Criteria; Evaluation Needs; Higher Education; Literature Reviews; *Writing Evaluation; Writing Instruction; *Writing Research; *Writing Skills; *Written Language

Offered as an introductory guide to teachers interested in approaching written English as a "second dialect" that students must master, this review covers quantitative investigations of written language. The first section deals with developmental studies, describing how a variety of researchers have related written structure to writer maturity. Included, among others, are such major works as M. Stormzand and M. O'Shea's 1924 analysis of 10,000 sentences from the writing of students, adults, and professional writers and Walter Loban's longitudinal study, "The Language of Elementary School Children." Research based on the ideas of Noam Chomsky, Kellogg Hunt, and Francis Christensen is also covered. The second section discusses the inherently difficult task of investigating the determiners of quality in composition. Studies by Robert Potter and Margaret Ashida are described in some detail. In the final section, attempts to create computer assessment of student writing are described. (JL)

ED221981 EC150048

Adelman, Margaret J.; Emslie, Jean M.

School Survival Skills: A Guide for Teachers. Working Draft.

Delaware County Intermediate Unit, Media, PA.
Pub Date 82
Note-191p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavior Change; *Behavior Problems; *Coping; *Learning Activities; *Learning Disabilities; Lesson Plans; Secondary Education; *Self Control; Student Teacher Relationship; *Study Skills

The working draft of the teaching guide is intended for use with secondary students with learning and behavior problems and focuses on the development of three school coping skill areas: behavior control, teacher pleasing behaviors, and study skills. Each area is divided into teaching components with terminal objectives and related instructional activities. Within each area the components are arranged progressively. After an introduction and guidelines for implementation, the approach to instruction is outlined for the three stages of demonstration, practice and mastery, and generalization. Briefly considered is continuous assessment of student needs. Behavior control skill components are charted and include behavior awareness, behavior consequences, impact of behavior options, behavior change, practicing change, and exerting control. Teacher pleasing behaviors cover the areas of rules, behavior awareness, appropriate behaviors, behavior change, using teacher pleasing behaviors, and improving teacher pleasing behaviors. The study skills area includes organizing assignments and study time, using directions, developing listening skills for remembering information from lectures, locating information in a text, taking notes from a text, preparing for tests, and taking tests. Charts for group and individual recordkeeping are provided. Fourteen case samples are given. Lesson plans are included for all components and are organized according to objectives, demonstration activities, practice activities, generalization activities, rationale, individual observations, group effectiveness, and followup. Sample student worksheets are included for some lessons. (DB)

ED222057 FL013223

Strage, Amy A.

The Expression of Contrast in Child Discourse.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date 82

Note-10p.; In its: Papers and Reports on Child Language Development, Number 21, p95-103.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language; Coherence; Communication Skills; Connected Discourse; *Discourse Analysis; *Language Acquisition; *Language Usage; Oral Language; Preschool Children; Verbal Development

Developmental changes in the expression of contrast in child discourse were investigated. Contrast is defined as a psychological phenomenon and applied to the domain of discourse topics. The development of the ability to produce utterances that are topically related to the previous conversational turn is considered. Four types and three levels of expression of contrast are identified. The four types of expression of contrast are (1) comparison between two states, (2) denial of a previously asserted state, (3) substitution of one item for a previously mentioned item, and (4) challenge of an implicit suggestion. Three levels of expressing contrast are taking issue with the explicit content of a previous speech, challenging an implicit suggestion, and challenging the appropriateness of a previous speech. Twenty hours of videotaped interactions involving four children from the ages of two to five and containing 450 expressions of contrast were analyzed. Four developmental phases were identified that progressed from explicit expressions based on the immediately preceding linguistic context to expressions of contrast based on more implicit or hypothetical concerns. Numerous examples are presented. (RW)

ED222077 FL013259

Shioji, Jean

An Affirmative Approach to Vocabulary Development.

Pub Date 82

Note-22p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Context Clues; English (Second Language); Second Language Instruction; *Teaching Methods; *Vocabulary Development; Vocabulary Skills

Methods for second language vocabulary development in the intermediate and advanced level English classroom are described. Rather than require students to memorize lists of words, the teacher should give students a better understanding of the process of vocabulary development by showing them how to refine their use of new lexical items and implant those items in long term memory. The process of learning new vocabulary involves using contextual clues to guess the meaning of a word, using a dictionary, referring back to the dictionary, asking a native speaker to explain idiomatic or unclear usages, and using the word in a situation where errors can be corrected. Through such a process, the student will gain a more refined understanding of the words covered and learn that practice and reinforcement are more important than memorization in developing and maintaining vocabulary. (RW)

ED222115 HE015515

Arnold, Bill R.

Distinctions and Difficulties of Bachelor's Degree Human Service Programs Where They Coexist with Accredited Social Work Programs: An Initial Exploratory Study.

Spons Agency-Pan American Univ., Edinburg, Tex.
Pub Date [82]
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes; *Bachelors Degrees; College Curriculum; College Programs; Comparative Analysis; Department Heads; *Departments; *Educational Objectives; Higher Education; *Human Services; Intellectual Disciplines; Majors (Students); *Mental Health; Practicums; Program Evaluation; Psychology; School Surveys; *Social Work; Undergraduate Study

Human service program directors were surveyed to identify difficulties of bachelor's level mental health/human service programs that coexist with an accredited bachelor's level social work program. Of 12 universities where the programs coexist, a sample of [illegible] was investigated, using current college bulletins of the respective programs. Data were also obtained from a structured telephone interview with each human service program director or a designate for the director. In most instances, the human service degree has a psychological orientation in the curriculum (i.e., counseling/therapy skills, psychopathology, and developmental psychology). Three respondents viewed their universities' social work programs as dealing with casework methods, general problem solving, and in some instances, community organization. Another primary area of differentiation was the professional affiliation of the faculties of the two disciplines. The human services programs also had substantially more required practicum hours than the social work programs. When the human service programs were first established, some social work programs claimed duplication, and some local social work professional associations expressed opposition to the human services programs. All respondents reported no current conflicts between the field placements of human service and social work students. Advantages included a greater choice of degree area for students; a primary disadvantage was related to incoming students' confusion regarding the distinctions between human services and social work. The more acceptance and support that were provided by upper level administrators, the greater the cooperation in solving common difficulties of the two departments. (SW)

ED222149 HE015588

Third Advisory Committee on the Health Manpower Development Medium-Term Programme. Report on a meeting (Copenhagen, Denmark, November 3-5, 1981).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No-ICP/PPM-003(2)

Pub Date Nov 81

Note-19p.; For related documents see HE 015 586-587.

Available from-World Health Organization, Regional Office for Europe, Scherfigsvej 8, DK-2100 Copenhagen, Denmark.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Advisory Committees; Agency Role; College Faculty; *Foreign Countries; *Health Personnel; Health Services; Higher Education; *International Organizations; Medical Education; Nursing Education; Professional Continuing Education; *Professional Education; Public Health; *Public Policy; Regional Programs; Socioeconomic Influences; Teacher Education

Identifiers-*Europe; *World Health Organization

A report of the 1981 Health Manpower Development Medium-Term Programme, sponsored by the World Health Organization's (WHO) Regional Office for Europe, is presented. The document "European Regional Strategy for Attaining Health for All by the Year 2000" was reviewed, and attention was directed to the present structure of the Regional Office for Europe and ways of implementing European regional programs at the national level. Discussions centered on the need for WHO to achieve a better balance between the earlier policy of assisting countries to increase supply and a more recent policy of producing relevant types of medical, nursing, and other health care that addresses social and economic realities. In an outline of the main features of the global medium-term program, the significance of global targets was stressed. Additional areas of consideration include the following: the development of the medium-term program on health manpower development (MTP/HMD); HMD/MTP activities during 1978-81; activities projected in the HMD/MTP for 1982-83; proposed activities under the "Seventh General Programme of Work (1984-89)," with particular attention to 1984-85; machinery for implementation of the HMD program; the Association for Medical Education in Europe; the Association of Medical Deans in Europe; and the Association of Schools of Public Health in Europe. The status of the following subprograms for 1978-81 are also reviewed: communication and collaboration, continuing education of health personnel, teacher training for the health professions, and training of public health officers. The committee's recommendations for the overall program and separate subprograms and lines of development for 1984-89 are included. (SW)

ED221648 CE030413

Eno, Rebecca A.

Project LEAP. "Something Stops You and Makes You Think": An Adaptation. Final Report.

Center for Literacy, Inc., Philadelphia, PA.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.

Pub Date 81

Contract No-80-98-0802

Note-136p.; Document contains two cropped pages.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Basic Education; Adult Education; *Adult Literacy; Adult Programs; English (Second Language); *Literacy Education; Program Effectiveness; *Program Improvement; *Student Recruitment; *Tutoring; Volunteers; *Volunteer Training

Identifiers-Project LEAP

Philadelphia's Center for Literacy (CFL), in an effort to improve recruitment and retention of volunteers for programs in tutorial literacy and English as a Second Language (ESL), conducted the following activities under its 1980-81 Section 310 grant: (1) installed a telephone recording machine for after-hours calls; (2) produced an informative brochure about the program with a response sheet; (3) conducted two ESL and three basic literacy workshops to train a total of 77 new volunteer tutors; and (4) continued to use media public service announcements developed during the project. The refinements of the program were recommended to be continued. (Document appendixes contain log sheets for daytime and after-hours calls, the brochure describing the program, an outline of CFL tutor-training workshops, the CFL Literacy Tutor-Training Handbook, and workshop evaluations.) (Author/KC)

ED221669 CE033451

Owens, Thomas R.

Implementation of the Oregon Vocational Education Secondary Effectiveness Study. Final Report.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-Oregon State Dept. of Education, Salem. Div. of Vocational Education.

Pub Date Aug 82

Contract No-38-334-364

Note-79p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Attitudes; Advisory Committees; Community Resources; Curriculum; Educational Equipment; Educational Facilities; Educational Objectives; Financial Support; Grade 10; Grade 12; *High Schools; Inservice Teacher Education; Models; Parent Attitudes; Participant Satisfaction; Program Costs; Program Effectiveness; Questionnaires; Research Design; Safety; *School Effectiveness; Services; *State Programs; State Surveys; Student Attitudes; Student Organizations; Teacher Attitudes; Teacher Qualifications; *Vocational Education

Identifiers-*Oregon

A study examined the effectiveness of secondary level vocational education in Oregon. Using the five project-developed survey instruments, researchers collected data from the following population: 1,609 10th and 12th grade students from 10 high schools throughout Oregon, 13 coordinators/administrators, 36 teachers, 140 parents of 12th grade vocational education students, and 56 local advisory committee members. Included among those areas addressed by the study were the following: program goals and objectives, curriculum, instructor qualifications, inservice, facilities and equipment, student support services, funding, safety, vocationally-related youth organizations, use of employer and community resources, and the role of advisory committees. A majority of the students and parents surveyed were satisfied with the quality and type of instruction provided in the vocational programs. However, parents, students, vocational teachers, and vocational counselors all gave relatively low ratings to vocational counseling and job placement assistance. Recommendations for improving existing vocational programs called for increased communication with employers and better in-house coordination of cluster curriculum activities, improved counseling and job placement activities, more emphasis on reading and mathematics skills, and further research to secure program evaluation and student achievement and placement data. (All five survey instruments are appended.) (MN)

ED221707 CE033852

Thomas, Edward L.; Shill, James F.

Funds Reduction Survey: 1982 Summary Report.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Pub Date Mar 82

Note-49p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes; Budgeting; Educational Finance; *Educational Needs; *Financial Needs; Financial Support; Needs Assessment; Postsecondary Education; Questionnaires; *Reduction in Force; *Retrenchment; Secondary Education; State Surveys; *Vocational Directors; *Vocational Education

Identifiers-*Mississippi

A study gathered input from 176 local vocational administrators concerning vocational funding priorities at the secondary and postsecondary levels in Mississippi. Addressed in the survey were the following issues: which of some 19 areas of basic grant money programs should be reduced; which areas should be reduced first; what factors should be considered when contemplating the elimination of individual programs; should a reduction of employee contracts from 12 to 11 or 10 to 9 months be considered as a viable alternative in the event that funds must be reduced; and, in the event of a necessary reduction in personnel, should funding for instructional, guidance, or administrative personnel be reduced first. Respondents indicated that trade and industrial education, secondary education, technical education, and administration were of the highest priority and should be the last cut.

Current employment opportunities in the area and recent past enrollment figures emerged as the two most important factors to be considered when keeping some programs at the expense of others. Guidance and support service personnel were considered the most expendible, while administrative personnel were felt to be the least expendible. The survey instrument and 28 tables are appended. (MN)

ED221771 CG016196

Roe, Betty Boyd

An Analysis of Career Enrichment Needs and Programs for Student Affairs Personnel.

Pub Date May 81
Note-78p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Developmental Programs; Employee Attitudes; Higher Education; *Job Enrichment; *Job Satisfaction; Needs Assessment; Occupational Mobility; Occupational Surveys; *Professional Development; Student Personnel Services; *Student Personnel Workers; Underemployment; *Vocational Adjustment; Work Attitudes

Many student personnel professionals find that declining enrollments are affecting the supply and demand for their services. To assess current career needs and programs and to determine whether student personnel staff perceived a need for personal career enrichment, student personnel workers (N=183) in three state universities were surveyed. Results indicated a significant need for career enrichment programs but a limited opportunity for participation. Those professionals who had been employed for 6 to 10 years were the most viable candidates for career enrichment programs. Their responses indicated feelings of being underemployed and unchallenged. Persons employed from 3 to 5 years in student personnel services expressed uncertainty about future job plans. The findings suggest that this group of professionals may need help to determine job preferences. The appendices contain the questionnaire and interview forms. Throughout the document, 16 tables of statistical data are provided to illustrate the findings. (JAC)

ED221881 CS207221

Ehle, Maryann

The Velveteen Rabbit, the Little Prince, and Friends: Posacculturation through Literature.

Pub Date Feb 82

Note-43p.; Paper presented at the Annual Meeting of the Professional Clinic Association of Teacher Educators (Phoenix, AZ, February 13-19, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Acculturation; *Adolescent Literature; Annotated Bibliographies; *Bibliotherapy; *Childrens Literature; Cultural Awareness; Elementary Secondary Education; Influences; *Literature Appreciation; Reading Aloud to Others; *Reading Material Selection; Reading Research

"Posacculturation" (positive acculturation) is the power of literature to deepen understandings and appreciations of the self and others. In the successful posacculturation process, the facilitator identifies the values, concepts, or behaviors to be acculturated; selects the appropriate literature to meet the reader's needs; and communicates the literary work. The reader crystalizes an awareness of the characters in the work and experiments with various creative expressions such as creative drama, pantomime, role play, puppetry, and creative writing. The best literature for posacculturation revolves around three major themes: (1) becoming of self; (2) developing positive human relationships; and (3) coping with the dynamic, changing world. Among others, works dealing with these themes include "The Pigman" by Paul Zindel, "The Velveteen Rabbit," "The Little Prince," "Jonathon Livingston Seagull," "The Door in the Wall," "Charlotte's Web," "All Kinds of Families," "Harriet the Spy," "The Outsiders," "Nilda," "Across Five Aprils," "Blubber," and "Grapes of Wrath." Studies do confirm that readers are influenced by literature, although the extent of this influence is uncertain. Finally, "Behavior Patterns in Children's Books" and "Reading Ladders for Human Relationships" are two good annotated bibliographies to help the facilitator select appropriate books. (JL)

ED221903 CS503980

Seiler, William J.

To Use A Personalized System of Instruction in the Basic Speech Communication Course or Not to Use a Personalized System of Instruction? It's a Question That We Must Examine and Answer if the Basic Speech Course Is Going to Survive the Economics of the 80's.

Pub Date Nov 82

Note-26p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Course Content; Higher Education; *Individualized Instruction; *Instructional Improvement; *Mastery Learning; *Nontraditional Education; Pacing; Small Group Instruction; *Speech Communication; *Speech Instruction; Teaching Assistants; Teaching Methods

Identifiers-*Personalized System of Instruction

The Personalized System of Instruction (PSI), a system that combines the strengths of basic learning, individual instruction, and personalized relationships, all at low cost, is an attractive alternative for the basic speech communication course. It involves mastery learning, self-pacing, stress on the written word, instructor assistants, and the use of lectures to motivate rather than to supply essential information. A PSI course covering the same content as a traditional basic course would divide the course into eight units of instruction: (1) Nature of Human Communication, (2) Public Speaking: Developing the Public Presentation, (3) Public Speaking: Informative and Persuasive Presentations, (4) Analyzing and Receiving Communication, (5) Nature of Language and Its Social Influence, (6) Nonverbal Communication, (7) Relational Communication, and (8) Small Group Communication. In a time of rising enrollments and shrinking resources, PSI is less expensive than traditional methods, more attractive to students, a learning experience for instructor assistants, and helpful to departments seeking lower costs, more majors, and staff flexibility. Only the self-pacing feature and the difficulty of planning small group or experiential learning are potential limitations. (JL)

ED222001 EC150069

Performance Levels and Individual Needs.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
Report No-NYSED-82-6912
Pub Date Jun 82
Note-46p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies; Definitions; *Disabilities; Educational Objectives; Elementary Secondary Education; *Individualized Education Programs; *Program Development; *Student Evaluation; *Student Placement

The document discusses the development of individualized education programs (IEPs) for handicapped students based upon information which describes a child's level of educational achievement and learning rate, social development, physical development, and management needs in the classroom. An introductory section provides a rationale for developing IEPs based on the individual needs of each pupil. Contained in a second section is an expanded list of the type of information which may be included in each of the four criteria areas. Tables consist of one column which outlines the major performance areas (academic achievement/learning rate, social development, physical development, and management needs) and another column which provides examples of related skills and needs within the areas. The identification and classification of the handicapping condition is briefly considered in another section. A fourth section on annual IEP goals covers the selection of appropriate programs and services (including regular classroom programs, related services, resource room programs, and special classroom programs); and offers four case studies which illustrate a range of educational levels and needs. Each case offers student information and subsequent recommendations which should be considered as samples of the special education programs, services, and annual goals that would be included in Phase 1 (evaluation of the pupil and formulation of the IEP) of the IEP process. Cases include a learning disabled 14-year-old, a behavior disordered 13-year-old, a 17-year-old girl with multiple handicaps, and a retarded 8-year-old. Appended are definitions of handicapping conditions. (SW)

ED222017 EC150085

Evans, Joyce

Alternatives for Paraprofessional Training: Field Based Inservice for Those Who Work with Handicapped Children. Volume II. Final Report, June 1978-May 1981.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date 30 May 81
Grant-G007801431
Note-137p.; For related document, see ED 204 983.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Competency Based Teacher Education; Delivery Systems; *Disabilities; Early Childhood Education; *Inservice Education; *Institutes (Training Programs); *Paraprofessional Personnel; Program Descriptions; Program Development; Records (Forms); State Programs
Identifiers-*Alternatives for Paraprofessional Training; *Texas

Alternatives for Paraprofessional Training (APT), a 3-year project, addressed the need for training paraprofessionals working with young handicapped children in rural and urban areas of Texas. Objectives of the project were: to identify competencies needed by paraprofessionals in working with young, handicapped children; to identify the needs of employed paraprofessionals; and to develop and conduct field based inservice training for paraprofessionals from day care settings, Head Start settings, public and private special education classroom settings, and public and private regular classroom settings. The need for training paraprofessionals was delineated in relation to state needs; regional/national needs; and other needs, such as the need to train day care workers and preschool teachers. Multiple teaching strategies such as role play, filmstrips, and simulation were used throughout training. The project design contained the following components: a completed description of competency aeas, work sessions focusing on a single topic area which lasted approximately 3 hours each, field based training, evaluation of training sessions, and dissemination activities. Issues or problems having an impact on the APT project were scheduling, credentialling, motivation, participation, and evaluation. Appended materials include unsolicited letters and comments on training, work session descriptions, a sample certificate of recognition, site report summaries, and examples of evaluation forms. (SW)

ED221688 CE033758

Litchfield, Carolyn G.

Co-Op Education: Bridging the Gap. Final Report.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Kentucky Univ., Lexington. Div. of Vocational Education.

Pub Date Jun 82

Note-60p.; Cover title "Co-Op Bridging the Gap - Vocational Education, Business and Industry."

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Audiovisual Aids; *Cooperative Education; Employer Attitudes; *Program Descriptions; *Program Development; Program Implementation; Scripts; Secondary Education; Slides; Vocational Education

Identifiers-*Kentucky Department of Education

As part of a project to improve and expand the training opportunities available in vocational education programs through cooperative education, a series of media programs was developed. These programs were designed to aid coordinators in making suitable placement and improving the job orientation and training of student learners and to influence employer and student trainee views and expectations regarding cooperative education. This booklet contains the scripts for four slide/tape presentations. The first script, "What's It All About?" identifies the purpose of the cooperative program and stresses the benefits to student, the community, and employers to be gained through cooperative education. The second script, "The Student's Role in Cooperative Vocational Education," is based on research regarding employers' views of the hiring process and their expectations of employees. The third slide script, "The Employer's Role in Cooperative Vocational Education," addresses the opportunities and benefits that employers have as a result of participating in a program designed to help students obtain occupational training related to their career objectives. Finally, "The Teacher Coordinator's Role in Cooperative Vocational Education" is designed to assist the teacher-coordinator in organizing and operating cooperative programs. It addresses the tasks performed by the teacher-coordinator and examines techniques for correlating the student's job activities with in-school related instruction. A user's guide completes the script package. (KC)

ED221727 CE033906

Pribyl, Paul F.

Water Supply. Fire Service Certification Series. Unit FSCS-FF-9-80.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 80

Note-31p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives; Course Descriptions; *Fire Fighters; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; Teaching Guides; Units of Study

Identifiers-*Fire Hydrants; *Water Distribution; Wisconsin

This training unit on water supply is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 4-hour unit is to assist the firefighter in the proper use of water supplies and the understanding of the distribution systems. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221748 CE033941

Health Occupations Curriculum. Skills and Theory for Practical Nurse. Units 14 and 15.

Arizona State Dept. of Education, Phoenix.

Spons Agency-Department of Education, Washington, DC.

Pub Date 82

Note-615p.; For related documents see CE 033 938-943.

EDRS Price - MF03/PC25 Plus Postage.

Descriptors-Adolescents; *Allied Health Occupations Education; Behavior Problems; Child Development; Children; Communication Skills; Death; Diseases; Drug Abuse; *Health Occupations; Infants; Job Skills; Learning Modules; Mental Disorders; *Mental Health; Neonates; *Nurses; *Pediatrics; Personality; *Practical Nursing; Secondary Education; Suicide; Vocational Education

Part of a health occupations program, these instructional units consist of materials for use by those who are studying to become practical nurses. The first unit deals with the various aspects of pediatric nursing, including the growth and development levels of children, diseases and conditions specific to children, and the application of health care principles in pediatric nursing. Addressed in the individual modules are the following age groups of children: newborn, infant, school-age child, and adolescent. The next unit, which is devoted to mental health, covers personality and behavior, mental health and mental illness, current trends in treating mental illness, suicide and death, and drug abuse. This unit stresses the development of communication skills and making observations through the use of group discussion, role playing, and audiovisual aids. The units are comprised of a series of learning modules, each of which contains a rationale, performance objectives, learning activities and answers, terminology, and posttests. (MN)

ED221795 CG016221

Lichtenstein, Brenda; Sherman, A. Robert

Relationship between Client and Treatment Loci of Control as a Predictor of Weight Control Success: A Preliminary Appraisal.

Pub Date Apr 82

Note-8p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students; *Congruence (Psychology); *Counseling Techniques; Eating Habits; Higher Education; Individual Differences; *Locus of Control; *Obesity; Participant Characteristics; *Predictor Variables; *Program Effectiveness

Identifiers-*Weight Loss

Identification of relevant individual and intervention variables whose interaction affects response to treatment can be used to facilitate favorable outcomes through appropriate client-treatment matching. To provide a preliminary appraisal of this interaction hypothesis by examining the relationship between client and treatment loci of control as a predictor of success in weight control programs, questionnaires were administered to 23 college student subjects during individual interviews in which their prior experiences in weight control programs (a prerequisite for participation) were also evaluated. The obtained information permitted classification of subjects and their prior weight control programs as being primarily either internally-oriented or externally-oriented. Analysis of weight loss data revealed a significant interaction between subject and treatment loci of control. The mean weight loss per week by the 11 subjects whose internality-externality orientation was similar to that of their treatment was 2.52 pounds, more than 2 1/2 times the 0.97 pounds per week lost by the 12 subjects whose orientation contrasted with that of their treatment. The findings suggest the potential value of efforts to identify relevant client and treatment characteristics that are useful for therapeutic prescription. (Author/JAC)

Klein, Susan S.

Likely Administration Views of the Federal Role in Education: Implications for Sex Equity [and] Recommendations for Maintaining a Federal Role in Providing Equal Educational Opportunities for Women.

National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date Jun 82

Note-29p.; For related document, see CG 016 256.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education; *Equal Education; Federal Aid; *Federal Programs; Federal Regulation; *Government Role; Government School Relationship; Postsecondary Education; Program Descriptions; *Public Officials; *Public Policy; *Sex Fairness

Identifiers-*Department of Education

This outline contains a description of how the federal role in education has changed in the past year and the implications of this change for future federal activities designed to achieve educational equity. Policies and program functions that are allowed under the new federal role and which may influence the Department of Education's support for activities to provide equal educational opportunities are detailed along with suggestions of permissible and high priority federal activities that continue to promote sex equity during the Reagan administration. The outline also discusses the relationship between key administration officials' policy statements and actual federal program decisions. Recommendations for maintaining a federal role in providing equal education opportunities for women developed by the National Advisory Council on Women's Educational Programs are appended. (JAC)

Weintraub, Sam, Comp.; Cowan, Robert J., Comp.
Vision/Visual Perception: An Annotated Bibliography.
International Reading Association, Newark, Del.
Report No-ISBN-0-87207-339-4
Pub Date 82
Note-94p.
Available from-International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 (Order No. 339, $3.00 member, $4.50 non-member).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Annotated Bibliographies; Elementary Secondary Education; Reading Difficulties; *Reading Research; Remedial Reading; *Visual Acuity; Visual Aids; *Visual Discrimination; *Visual Impairments; Visual Learning; Visual Measures; Visual Stimuli
Identifiers-International Reading Association

An update and modification of "Vision-Visual Discrimination" published in 1973, this annotated bibliography contains entries from the annual summaries of research in reading published by the International Reading Association (IRA) since then. The first large section, "Vision," is divided into two subgroups: (1) "Visually Handicapped" and (2) "Visual Acuity and Efficiency." This section might be of use to individuals in the field of optometry and ophthalmology, school personnel interested in the relationship of visual acuity and efficiency to learning to read or to reading problems, and persons who work with the blind or visually impaired. The booklet's second major section, "Visual Perception," contains a wide assortment of diversified research on different topics loosely related to visual perception, including articles dealing with visual training programs, visual memory, visual discrimination, and visual perceptual testing. This section would probably be of value to individuals making curricular decisions, particularly those related to kindergarten readiness, beginning reading programs, and remedial reading instruction. (JL)

ED221860 CS207156

Deppa, Joan

Towards a Systems Model of Newspaper Organizations.

Pub Date Jul 82

Note-41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Journalism; *Models; *Newspapers; News Reporting; Organizational Climate; *Organizational Effectiveness; Organizational Theories; *Systems Analysis; *Systems Approach

To address the question of why newspapers tend to become more and more fragmented internally and to propose a model of the interrelationships between the newspaper and its "operating environment," this paper draws on recent work by organizational theorists. Beginning by examining the central goal of newspapers, the first section suggests that the difficulty of integrating newspapers may stem, in part, from the need to identify central, unifying goals of newspapers and the critical tasks of each of their departments. From there the paper proceeds to examine newspapers as boundary-spanning organizations, including external and internal boundaries. A typology of boundary spanning is provided that takes into account the routine ways newspapers deal with the uncertainty in news work, the roles of proximity and impact in determing how events are processed as news, the stories outside the predictable range of probabilities, the trends and incidents in news stories--especially "what-a-story" events, and the deadlines and other work flow decisions in newspaper organizations. The paper concludes with the suggestions that the application of the boundary-spanning model may be prescriptive rather than descriptive, a delineation of what "ought to be" rather than what "is." Nevertheless, the paper suggests the model may come closer to directing attention to remedies than the critical descriptions of news and news work offered by other recent research. (HOD)

ED221923 EA014984

McNeil, Linda M.

Contradictions of Control: The Organizational Context of School Knowledge. The Institutional Context Controlling Classroom Knowledge. Final Report.

Wisconsin Center for Public Policy, Madison.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jun 82
Grant-NIE-G-79-0015
Note-267p.; For related document, see EA 015 131. Bibliography lacks some references given in text.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Classroom Techniques; *Course Content; Curriculum Development; Economics Education; High Schools; Power Structure; *School Organization; *School Role; Student Teacher Relationship; Teacher Administrator Relationship; *Teaching Methods
Identifiers-*Knowledge Control

To analyze high school students' access to the forms and content of knowledge, the author used nonparticipant ethnographic research in four midwestern high schools to study how the pattern of knowledge control in the classroom varies in different administrative contexts. Through observation of social studies classrooms and interviews with teachers, students, and administrators, she examined the presentation of economics knowledge, the organizational structure of the school, administrators' relationship to the classroom and the curriculum, and the overall community setting. Research results are presented in 11 chapters grouped into three parts. Part 1's three chapters discuss social structure and classroom knowledge, review previous research, set forth the research design, and describe administrators' and teachers' patterns of control of the classroom and curriculum planning. In part 2, four chapters describe each school, its structure, community, and administrative context, and individual teachers' methods of classroom and knowledge control. Comparative analysis of the data is presented in part 3, which considers the locus of authority in the school and the classroom, methods of "defensive teaching" to maintain control of knowledge, and the effects of these teaching methods on the economics knowledge presented in class. (Author/RW)

ED221962 EA015137

Neal, Richard G.; Johnston, Craig D.

Countering Strikes and Militancy in School and Government Services: A Practical Guide for Coping with Employee Strife.

Report No-ISBN-0-9605018-4-3
Pub Date 82
Note-201p.; For related documents, see ED 199 897, EA 015 031, and EA 015 135-136.
Available from-Public Employee Relations Service, Box 23, Manassas, VA 22110 ($30.00; quantity discounts).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Arbitration; *Collective Bargaining; Contracts; Court Litigation; Employer Employee Relationship; *Government Employees; Guidelines; *Labor Relations; *Strikes; *Unions

This book serves as a practical guide to be used by public agencies that have entered into collective bargaining with their employees and must therefore face the possibility of employee strikes and acts of militancy. Seven major areas are addressed: distinctions between public sector and private sector strikes; the use of interest arbitration as an alternative to strikes; major causes of strikes; warning signs of impending strikes; measures to take for avoiding strikes; legal actions that can be taken before, during, and after strikes; and methods for organizing strike plans. (Author/PGD)

ED222132 HE015543

Vermont Technical Education Commission Report.
Vermont State Technical Education Commission, Montpelier.
Pub Date Jan 69
Note-20p.; Some tables may not reproduce well due to marginal legibility of original document.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aspiration; Advisory Committees; Career Choice; Community Colleges; *Educational Assessment; *Educational Demand; Educational Supply; Extension Education; Facility Expansion; Financial Support; Higher Education; High School Graduates; Program Development; State Legislation; State Surveys; *Statewide Planning; *Technical Institutes; *Vocational Education
Identifiers-*Blue Ribbon Commissions; *Vermont

A 1968 New England Regional Commission grant to the Vermont Department of Administration financed a feasibility study for a technical college at the postsecondary level. The commission undertook two specific studies: an examination of ultimate career destinations of Vermont secondary students and a survey of Vermont industry to determine immediate and long-term needs for technical personnel. In the first study, an extensive need for additional postsecondary educational opportunities in the state was found, including trade and technical education at varying levels. Based on results of the second study, pros and cons were outlined for six alternative courses of action: (1) build two-year technical colleges, (2) expand existing technical college facilities, (3) establish technical college extension centers, (4) establish extension centers affiliated with higher education institutions, (5) establish a community college, and (6) a combination of the above five courses. A broad combination of two-year technical, two-year vocational, and upgrading of existing individual courses was chosen, and a preliminary draft of enacting legislation drawn up, including provision for trustee appointments, trustee authority, accounting procedures and controls, tax exemptions, and appropriations. Survey data on high school and vocational education graduates and their postsecondary educational attainment are appended. (MSE)

ED222166 IR010370

Larason, Larry; DiCarlo, Rebecca

Personal Space and User Preference for Patterns of Carrel Arrangement in an Academic Library.

Pub Date May 82

Note-31p.; Paper presented at the Annual Convention of the American Library Association (Philadelphia, PA, July 1982). Photographs will not reproduce.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Carrels; *College Libraries; Diagrams; *Furniture Arrangement; Higher Education; *Library Equipment; Library Facilities; Library Research; Models; *Personal Space; Sex Differences; Space Utilization; Tables (Data); Use Studies

Identifiers-*Library Users; Northeast Louisiana University; User Preferences

Based on a series of six field experiments conducted from 1978 through 1981 at Northeast Louisiana University's Sandel Library, this report examines user preferences related to library carrel arrangement in the context of personal space theory. A brief review of research on personal space requirements and a description of Sandel Library and its users precede a composite plan of the library's third floor, which was the location for the field experiments. The various study phases described include experiments with carrels in free-standing, sheltered, partially sheltered, wall-facing, and double row positions and data collection on pattern preference by sex of user. It was found that carrel pattern and position exert significant effects on carrel use and that females and males display significant differences in preference for particular carrel arrangements. The proxemic model of human behavior proposed by Edward T. Hall was used to develop a 4-point model of average user preference. Diagrams and photographs of carrel patterns are presented throughout the report, as well as tables of data on the advantages, disadvantages, and user preference for each carrel arrangement and diagrams showing personal space zones in relation to carrel positioning. Six references are listed. (Author/ESR)

ED222187 IR010421

Mann, William C.; And Others

Text Generation: The State of the Art and the Literature.

University of Southern California, Marina del Rey. Information Sciences Inst.

Spons Agency-Air Force Office of Scientific Research, Washington, D.C.

Report No-ISI/RR-81-101

Pub Date Dec 81

Note-25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Artificial Intelligence; *Computational Linguistics; Computer Programs; *Design Requirements; Discourse Analysis; Generative Grammar; *Models; *Research Needs

Identifiers-*Natural Language Processing; *Text Generation; Text Structure

This report comprises two documents which describe the state of the art of computer generation of natural language text. Both were prepared by a panel of individuals who are active in research on text generation. The first document assesses the techniques now available for use in systems design, covering all of the technical methods by which computer programs create and present English text in their outputs, and identifies four kinds of technical developments which will shape the art in the coming decade: linguistically justified grammars, knowledge representation methods, models of the reader, and models of discourse. A comprehensive bibliography on text generation, the second document lists published works on the generation of natural language text by computer programs and some prior noncomputational work that has been used as a basis for such computer programs. Seven brief descriptions are included for research in progress or research recently completed but not yet described comprehensively in any publication. (Author/LMM)

ED221943 EA015050

De Bevoise, Wynn

Collegiality May Be the Password to Effective Inservice Programs.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Note-8p.
Available from-Publications, Center for Educational Policy and Management, College of Education, University of Oregon Eugene, OR 97403 (free).
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; *Inservice Teacher Education; Management Development; Participant Satisfaction; Participative Decision Making; Professional Development; *Relevance (Education); Research Projects; *Staff Development; Teacher Administrator Relationship; Teacher Education Programs; *Teacher Participation
Identifiers-Coaching; *Collegiality

According to the author of this report, enthusiasm for inservice programs has been lacking, partly due to disagreement over program control and partly due to a perceived lack of relevance in the programs. This overview of a number of research and development projects suggests that the programs' relevance is the more important of these factors and that even mandatory programs may eventually be accepted by teachers when the classroom outcomes of the new approaches are sufficiently effective. On the other hand, the participation of inservice trainees in defining the needs and goals to be addressed by inservice programs is also important, and a number of the projects discussed in this report emphasize collegial approaches to program selection as well as to the implementation of new practices. Among the concepts described are peer coaching by teachers, the use of teacher cadres, and collaboration between administrators and teachers. One of the programs noted, the Teacher Center Project, differs from the other projects in that its programs are teacher-initiated and tend to be oriented toward individual training needs rather than institutional goals. The success of this project underscores the necessity of considering individual development needs when planning inservice education and staff development programs. (Author/PGD)

ED221982 EC150050

Baggarley, Margaret; And Others

A Gifted and Talented Curriculum Handbook for Science in the Intermediate Grades of Lee County's Department of Exceptional Children. Gifted and Talented Resource Program, Grades 4-6.

Sanford - Lee County Schools, N.C.
Spons Agency-North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
Pub Date Jul 81
Note-178p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Acoustics; Affective Objectives; Botany; Electricity; *Gifted; Intermediate Grades; *Learning Activities; *Learning Theories; Light; Magnets; Models; *Objectives; *Science Curriculum; Teaching Methods, *Units of Study; Weather

Intended for regular classroom teachers in intermediate science classes serving the gifted and talented student, the curriculum handbook is designed to give a basic understanding of gifted education, to list appropriate goals and objectives for the gifted student, and to suggest materials and strategies for implementation within the regular classroom. The philosophy of the Lee County School System (Sanford, North Carolina) is mentioned, traits common to intellectually gifted students are listed, and a definition of giftedness is offered on initial pages of the document. In the next section, student objectives are outlined for 17 goals which include using abstractions in particular and concrete situations, developing productive and divergent thinking skills through generating responses, and being aware of a broad range of feelings. A section on learning theories explains B. Bloom's Taxonomy model in terms of knowledge, comprehension, application, analysis, synthesis, and evaluation. Also provided are a table of an instructional model in the realm of feelings, a graphic illustration of a model for implementing cognitive-affective behaviors in the classroom, and charts of teacher and pupil behaviors. F. Williams' model of thinking behaviors is also considered. A methodology section describes the techniques of brainstorming, the inquiry process, and thinking operations. The bulk of the document consists of five science units on sound, light, magnetism and electricity, weather, and plants. Each unit (with the exception of the sound unit) is presented in two parts--teacher plans and strategies, and a student guidebook. Within units are students' activities, worksheets, illustrations, and suggested resources. Appended is a 16 page booklet entitled "A Handbook about Gifted Education for Parents, Teachers, and You." (SW)

ED222058 FL013224

Tager-Flusberg, Helen

The Development of Relative Clauses in Child Speech.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date 82

Note-9p.; In its: Papers and Reports on Child Language Development, Number 21, p104-111.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language; *Language Acquisition; Language Research; Phrase Structure; Preschool Children; Research Methodology; Speech Communication; *Syntax; Verbal Development

Identifiers-*Relative Clauses

The development of relative clauses in child speech was investigated using an elicited production task instead of spontaneous speech samples. In an elicited production task, the context is manipulated so that a complex sentence must be used for communication. Thirty-six English speaking children from 3 to 5 years old were provided with contexts designed to elicit subject, direct object, and indirect object relative clauses. The elicited production task was highly successful in eliciting accurate descriptions using restrictive relative clauses from young children. The data suggest that age was related to use of different syntactic forms to express restriction, with younger children preferring prepositional phrases and older children using relative clauses. This developmental pattern suggests that the roots of restrictive relative clauses may lie in prepositional phrases. Tables and references are appended. (RW)

ED222078 FL013260

Garcia, Maryellen

Linguistic Proficiency: How Bilingual Discourse Can Show That a Child Has It. Professional Papers G-1.

National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 80

Note-27p.; Paper presented at the Forum on Ethnoperspectives in Bilingual Education Research (Ypsilanti, MI, June 12, 1980).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingualism; Children; Communication Skills; Discourse Analysis; Interviews; *Language Proficiency; *Speech Communication

The traditional model of linguistic proficiency has been a monolingual one that ignores the worth of communicating in two languages in a single speech situation. An alternative view is explored in which the two languages are components of a single skill, communication. Segments of a Spanish language interview with a bilingual Mexican-American child are analyzed in order to illustrate the integrated use of two languages in a single communicative event. The roles of the participants and the goals of the adult and child in the interaction are discussed. The ways in which the child exhibits his bilingual proficiencies demonstrate successful communication through complementary use of bilingual skills in socially situated discourse. Such accomplishments have not been adequately recognized in existing evaluations of language proficiency or traditional bilingual theory. (Author/RW)

ED222099 HE015313

Lester, Jeanette

Report of ACE Freshmen Survey, Fall 1981. Institutional Research.

Saint Mary's Coll., Notre Dame, IN.

Pub Date 19 Feb 82

Note-23p.; For related documents see HE 015 315-316.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Aspiration; *Church Related Colleges; College Choice; *College Freshmen; Educational Background; Enrollment Influences; *Family Characteristics; Family Income; Goal Orientation; Higher Education; National Surveys; Occupational Aspiration; Religious Factors; Small Colleges; Social Attitudes; *Student Attitudes; *Student Characteristics

Identifiers-*Saint Marys College IN; *Student Information Form

Results of the 1981 American Council on Education (ACE) freshmen survey for Saint Mary's College, Indiana, are examined. A total of 403 freshmen at Saint Mary's, 82 percent of the incoming class, participated. Comparative data for 1976-81 are presented for Saint Mary's freshmen. Three types of national norms were used: women at all four-year colleges, women at Catholic four-year colleges, and women at Catholic colleges of high selectivity. The statistics are collated into the following categories: demographic characteristics, family background, financial situation, admissions information, academic and career goals, and viewpoints and objectives. Specific areas of concern include: racial background, current religious preference, residence, preferred residence, distance college is from home, mother's and father's education, mother's and father's occupation, mothers and father's religious preference, estimated parental income, number currently dependent on parents, number of other dependents in college, source for first year's education expenses, selection of Saint Mary's, number of other colleges applied to, grades in high school, activities in the past year, reasons for college attendance, degree plans, career plans, important life objectives, political views, feminist viewpoints, other issues, and college rights and responsibilities. A questionnaire, the 1981 Student Information Form, is appended. (SW)

ED221649 CE030649

Sterrett, Dan

Development and Implementation of Domain Referenced Testing in Vocational Welding. Final Report.

Blue River Vocational Technical Center, Shelbyville, Ind.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date 14 Jul 81

Note-185p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Achievement Tests; Finishing; Metal Working; Secondary Education; *Test Construction; Test Validity; *Vocational Education; *Welding

Identifiers-*Domain Referenced Tests; Indiana

A project was undertaken to develop and implement domain-referenced tests (DRTs) for welders' helpers. After analyzing the results of a state survey of welding job titles and related tasks and after consulting with postsecondary educators and industry personnel, researchers developed DRTs to measure various tasks typically performed by welders. Included among the content areas covered in the tests were edge, butt, lap, tee, and corner joints; plug holes; carbon steel; work orders; power sources; controls; cables; properties of shielding gases; types of shielding gases and mixtures; wire electrodes; protective equipment; cleaning surfaces for welding; starting arcs; restarting arcs; cleaning welds; weld troubleshooting; testing welds; and removing weld defects. Because of time constraints, researchers were unable to field test the examinations. However, the DRTs were used as final performance tests at the end of the school year. Students using the DRTs did well on them. In addition, some students reported that they enjoyed using this type of test. Recommendations called for fully explaining the nature of the tests to those students who will be using them and for using the DRT format more frequently throughout the school year. (Copies of the DRTs are appended.) (MN)

ED221708 CE033856

Wadsworth, Samuel G.
Identification of Nontraditional Adult Vocational Education Practices and Programs in Oklahoma.
Oklahoma Vocational Research Coordinating Unit, Stillwater.
Pub Date Jul 82
Note-91p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Access to Education; *Adult Programs; *Adult Vocational Education; *Educational Innovation; *Educational Practices; Enrollment Influences; Instructional Innovation; *Nontraditional Education; Questionnaires; State Surveys
Identifiers-*Oklahoma

A study examined the nontraditional adult vocational education practices and programs in Oklahoma that were designed to overcome one or more of the barriers to adult enrollment and increase the number of adult participants in vocational education. Following a mail survey to all adult vocational education institutions in Oklahoma, researchers identified 47 such practices/programs. Of these, 13 were perceived as promising to increase accessibility for adults in vocational education. The following seven practices/programs were found to be transportable: summer school open-entry/open-exit secretarial training, transporting postsecondary students, the Industry Measurement Program, The Nontraditional Occupational Training Program for Women, child development and day care services for adults enrolled in day programs, the Small Business Management Program, and open-entry/open-exit for adults programs. Recommendations included calls for local research studies to investigate barriers to enrollment in adult programs; to develop a program to collect, evaluate, and disseminate nontraditional adult vocational education practices and purposes in Oklahoma; and to conduct a followup study to validate the accessibility and transportability of selected programs and practices. (Appended to the report are the survey instrument as well as information concerning the transportability of various promising practices and programs.) (MN)

ED221772 CG016197

Mandelbaum, Dorothy Rosenthal

Why Women Want to Work: A Look at Career Persistence.

Spons Agency-American Association of Univ. Women, Washington, D.C.; Rutgers, The State Univ., New Brunswick, N.J.

Pub Date Apr 82

Note-17p.; Paper presented at the Annual Conference of the National Association for Women Deans, Administrators, and Counselors (66th, Indianapolis, IN, March 31-April 3, 1982). This paper is excerpted from "Work, Marriage, and Motherhood: The Career Persistence of Female Physicians," Praeger Publishers.

Available from-Praeger Publishers, 521 Fifth Avenue, New York, NY 10175 ($27.50 - Book; Paper not available separately.)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cohort Analysis; *Employed Women; Feminism; Followup Studies; *Occupational Aspiration; *Persistence; *Physicians; Psychological Patterns; Role Conflict; Sex Role; State of the Art Reviews; *Work Attitudes; *Work Life Expectancy

The notions of both work and persistence carry implicit assumptions that some obstacles have to be overcome through effort. Given the hurdles that women physicians must overcome in training, most research has assumed that work plays an important role in their lives. A sample of 71 women physicians from an earlier study was surveyed to learn why some women invested more heavily in their careers than others. Results showed that adversity, either status or emotional, proved to be a compelling reason for career persistence. The earlier women imagined being physicians, the more likely they were to persist in their careers. Persisters developed stronger masculine personality components and more distant or equivalent relationships with their parents. Women who were less close to their fathers did not develop as strong feminine personality components and were less likely to commit themselves to traditional role relationships. The findings indicate that nearly all the subjects freely pattern their lives in harmony with their inner beings. (JAC)

ED221882 CS207222

Escoe, Adrienne S., Ed.

Getting Better Writing and More Writing without Increasing the Paper-Grading Load.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Pub Date 82
Note-8p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education; Organization; *Prewriting; *Skill Development; *Teaching Methods; *Writing Exercises; *Writing Instruction; *Writing Processes

Generating writing ideas is often a serious obstacle for students. Some classroom techniques to help them out of this dilemma include word associating and self-questioning. Students can also construct a matrix chart with the subheadings from their information resources. Once ideas are generated, they can be arranged in appropriate presentation order. If students have generated many words, the related ideas can be clustered into large circled groups and then ordered within those clusters. If few words have been generated, they may be put in order with arrows or numbers. Students may also write each idea on a card, then physically reorder or "shuffle" them to test different arrangements. Students' ability to arrange is facilitated by knowledge of specific arrangement plans (spatial ordering for description, chronological ordering for storytelling, and order of importance for news stories of persuasion). To provide students with more practice time for writing, teachers can reallocate a portion of the time devoted to reading. Other techniques for increasing writing practice without increasing the paper load include freewriting, journal writing, sentence combining, and peer critiquing. (HTH)

ED221963 EC143293

King, Margot Lagesen; Fularczyk, Jean

Rural Adolescent Delinquents: Their Self Concept, Giftedness and Perceived Parental Support.

Pub Date Oct 81

Note-33p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (9th, Des Moines, IA, October 22-24, 1981). Print is poor in parts.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Delinquency; *Family Influence; Gifted; Junior High Schools; *Parent Child Relationship; *Rural Youth; *Self Concept

Variables related to delinquency in 176 sixth, seventh, and eighth grade rural youth were examined. Ss were identified through peer and faculty evaluation, and were administered the Otis Lennon Mental Ability Test and the Stanford Achievement Test. Parental support was calculated from the Self Report-Environmental Support/Environmental Availability form, and self concept data were derived from scores on the Coopersmith Self Esteem Inventory. There was a positive, though nonsignificant, relationship between delinquency and low self concept. Both the delinquent and control Ss had lower self concepts than those perceived as delinquent only by their peers. Low parental support was associated with delinquency. Finally, the positive correlation between giftedness and delinquency was not significant. (CL)

ED222002 EC150070

Ballagas, Linda D.

Special Environmental Education Project for Disadvantaged Gifted Primary Grade Students: 1980-81.

Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.

Report No-APS 16-6-3/82

Pub Date [81]

Note-130p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Demonstration Programs; *Economically Disadvantaged; *Environmental Education; *Gifted; Primary Education; *Program Development; Program Effectiveness; *Science Curriculum; Units of Study

The Outdoor Activity Center (Atlanta, Georgia) provides enriched experiences in a natural environment for economically disadvantaged gifted primary grade students and has developed materials incorporating creative activities used at the Center to expand the elementary science curriculum of the Atlanta Public Schools. Fifty-eight gifted students went to the Center for planned creative onsite experiences related to environmental science instruction for 90-minute sessions once a week for 15 weeks. Teachers accompanied the students, observed the instruction presented to the students, and utilized learning units at their local school to followup instruction provided at the Center. Two other groups of gifted Ss in the first control group were given the learning units within their own school with no Center experience. Project staff provided orientation to the teachers of student participants and to teachers from the control schools. The Metropolitan Achievement Tests (MAT) were used as pre-post test measures. After completion of all 15 sessions, project teachers and staff used materials and experiences to write and compile model science units. Each curriculum unit contained student objectives (cognitive and affective), thought processes/skills to be developed, instructional materials needed, content, questions to be considered by students, activities and strategies, and evaluation procedures. Among findings were that the students who received the special, environmental education instruction within their home school (control 1) demonstrated better performance than either the students who attended the Center for the instruction or those who did not participate in the project (control 2). Included is a copy of "A Challenge in Science," an elementary science curriculum guide with units covering such topics as food stuff, time, physical matters, classification, the earth in regions, planets on the move, and weather. Appended materials include guidelines for keeping a journal, a table on measuring wind velocity, things to look for in identifying birds, a guide of things to make from old milk cartons, and instructions for decorating bottles. (SW)

ED222037 EC150310

Fox, Lynn H.

The Study of Social Processes That Inhibit or Enhance the Development of Competence and Interest in Mathematics among Highly Able Young Women. Final Report, September 1979 through January 1982.

Johns Hopkins Univ., Baltimore, Md. Evening Coll.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jan 82
Grant-NIE-G-79-0113
Note-210p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Academically Gifted; Adolescents; Family Influence; *Mathematics; *Motivation; *Parent Attitudes; Secondary Education; Self Esteem; *Sex Differences; Social Influences; *Student Attitudes; Student Interests; Teacher Influence
Identifiers-Study of Mathematically Precocious Youth

The study investigated social processes and sex differences that might inhibit or enhance the development of interest, self confidence, and competence in the study of mathematics and in the pursuit of careers which require advanced mathematical knowledge and skill among 120 seventh graders, all identified as having superior mathematical ability by the Study of Mathematically Precocious Youth at Johns Hopkins University. A student questionnaire and a parent questionnaire were developed. The Vocational Preference Inventory was administered to students. Questions investigated covered the following areas: characteristics related to family background and aptitude, attitudinal characteristics, support from significant others, home learning, interrelationships between variables, and teacher characteristics. Ss were divided into five groups: A-1 consisted of girls considered to be highly motivated on the basis of their having accelerated their study of mathematics; A-2 included girls who were considered to be not as highly motivated as A-1; B-1 was a sample of boys considered to be highly motivated; B-2 was a sample of boys considered to be not highly motivated; and C was a sample of girls who appeared to have low interest in mathematics and high interest in the humanities. Among findings were the following: no significant differences were found among the five groups on measures of socioeconomic and family constellation variables; A-1 girls had lower levels of self confidence in mathematics than B-1 boys; mothers of boys noticed ability in their sons at a much earlier age than mothers of girls; and most parents of girls felt careers would need to be interrupted for child bearing purposes. Although all the girls were extremely talented in mathematics, they had not been viewed as unusually gifted or unique by the teachers. (SW)

ED222116 HE015516

Brown, Peggy, Ed.

Science Literacy for All Students.

Association of American Colleges, Washington, D.C.
Pub Date Oct 82
Note-19p.
Available from-Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biological Sciences; Botany; *College Programs; *Core Curriculum; *General Education; Higher Education; Introductory Courses; Nonmajors; Physical Sciences; Required Courses; *Science Education; *Scientific Literacy; Scientific Principles; Social Change; Technological Advancement; *Technological Literacy
Identifiers-Franklin and Marshall College PA; Iona College NY; Purdue University IN; Syracuse University NY; University of Chicago IL; University of Wisconsin Madison; West Virginia University

Selected college programs designed to increase students' science literacy are described, and perspectives on science education are addressed in an article by F. James Rutherford, "Sputnik, Halley's Comet, and Science Education." The article suggests that leadership and consensus are needed at the national level to improve science education and to prepare graduates for a world of science and technology. Following the essay, specific programs are described. Franklin and Marshall College implemented a new general education program, and science courses aim to provide students with an understanding of scientific principles, practices, and reasoning. The University of Chicago's core curriculum calls for requirements in the biological and physical sciences. West Virginia University integrates guided design projects with lectures and laboratories in physical science courses, which are designed to develop an understanding of societal problems. A new focus at Syracuse University introduces students to the sciences, aspects of engineering and applied science, and sociotechnological issues as part of a new general education curriculum. Reducing science anxiety is another goal. At the University of Wisconsin, Madison, Integrated Liberal Studies (ILS) courses provide an overview of important aspects in western civilization, and science courses are primarily designed to provide an understanding of how science functions. S. N. Postlethwait at Purdue University has developed a science paradigm for his freshman botany course. Finally, faculty at Iona College have developed a set of science courses for nonscience majors. Additional programs are briefly described, along with resource materials. (SW)

ED222150 HE015593

Dodd, John

The Credibility of Distance Education. DERG Papers, Number 1.

Open Univ., Walton, Bletchley (England). Distance Education Research Group.
Pub Date Apr 81
Note-17p.
Available from-Distance Education Research Group, The Open University, Walton Hall, (Rm. Q229 M Block), MK7 6AA, United Kingdom (1.00 pound Brit., including postage).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Standards; *Adult Students; College Students; Experiential Learning; *Extension Education; General Education; *Higher Education; *Nontraditional Education; Nontraditional Students; Student Experience; *Teaching Methods
Identifiers-*Distance Education

Arguments commonly made against distance education systems and the merits of these contentions are considered. It is suggested that when plans to establish a distance teaching university are announced, a common reaction is the view that it will never work. The conduct of distance teaching, which is visible in printed materials and audible in broadcasting, is open for all to examine and to judge. It is noted that opportunities for students to undertake practical work can be provided by distance teaching systems. Distance teaching universities have recognized the limitations of the distance system by concentrating their efforts primarily on generalist rather than specialist degree programs. Although the notion that learning at a distance is easier than learning by conventional methods is popular, the courses studied at a distance are not easier; they differ essentially in the means by which they are taught. The course standards for distance education are comparable with those in the conventional system. Advisory bodies monitor academic standards and teaching staff and evaluators for distance education. The structured learning materials of distance education systems facilitate the assimilation of content. It is suggested that at the time of graduation, distance learning students can achieve levels of attainment the same as or higher than their peers who have studied full-time on campus. What is unique about students in distance teaching universities is that they are typically adults already in full-time employment, and many distance students study for reasons unrelated to employment. Contrary to popular belief, distance education is not cheap. (SW)

ED221670 CE033568

Summer Attrition in New Hampshire Secondary Vocational Programs. Factors Affecting Vocational Program Leavers in New Hampshire.

Profile Development Associates, Sutton Mills, NH.

Spons Agency-New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.

Pub Date Jun 82

Contract No-08602

Note-97p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Dropout Attitudes; Dropout Characteristics; *Dropout Prevention; Dropout Rate; Dropout Research; Enrollment; Models; Potential Dropouts; Questionnaires; Secondary Education; State Surveys; *Student Attrition; *Summer Programs; *Vocational Education

Identifiers-*New Hampshire

A study examined the rates of and reasons for students leaving New Hampshire summer vocational programs and identified models that could be implemented to reduce attrition over the summer in these vocational programs. After examining 1981 enrollment data pertaining to New Hampshire regional center vocational program leavers, researchers determined that of the entire group of vocational program leavers 7 percent failed to attend for the second year of the program. Seventy-six percent of the 144 students not returning to a vocational program were interviewed. Of these, 41 percent are now enrolled in academic programs, 35 percent are enrolled in new vocational courses, and 19 percent have left school. Next, researchers conducted a model-building workshop to reduce the potential of generalizing the study results. Emerging from the workshop were the following three models: a predictive instrument for the early identification of program leavers, a model to provide occupational and career information to potential vocational students about specific vocational opportunities, and a model to reduce attrition between school years for students who have completed the first year of a vocational program. Recommendations called for implementation of the three models and for further followup studies. (MN)

ED221689 CE033759

Health Occupations Education Curriculum Project. Final Report.
University of Central Arkansas, Conway.
Spons Agency-Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
Pub Date Jun 82
Note-39p.; For a related document, see CE 033 760.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Allied Health Occupations Education; *Career Exploration; Cooperative Education; *Curriculum Development; *Curriculum Guides; Educational Cooperation; Inservice Teacher Education; *Material Development; Multimedia Instruction; *Program Effectiveness; Questionnaires; Secondary Education; Surveys
Identifiers-Arkansas

A project entitled the Health Occupations Education Curriculum Project was undertaken to coordinate the 23 secondary cooperative health occupations education (HOE) programs in Arkansas and to develop a well-planned curriculum incorporating the multi-media approach. Included among the other objectives of the project were the following: development of a secondary HOE curriculum guide and related instructional materials, successfully conducting field tests in cooperation with a stratified random sample of Arkansas secondary HOE teachers to validate the guide, and implementation of inservice teacher education programs on the effective use of project-developed materials. Project staff designed and developed a four-semester, performance based, secondary HOE curriculum guide for the State of Arkansas. While some units of the guide could not be tested due to time restrictions, those that were tested were successful. Recommendations were made calling for the field testing of the entire HOE curriculum for another year, for subsequent revision of the guide, and for additional inservice programs to acquaint new HOE teachers with the guide. Appended to the report are the project task survey and a field test evaluation form. (MN)

ED221728 CE033907

Pribyl, Paul F.

Fire Streams. Fire Service Certification Series. Unit FSCS-FF-10-80.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 80

Note-58p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Objectives; Course Descriptions; *Equipment Utilization; *Fire Fighters; *Fire Protection; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; Teaching Guides; Units of Study

Identifiers-*Fire Streams; Wisconsin

This training unit on fire streams is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 8-hour unit is to provide the fire fighters with an understanding of the characteristics, use, and application methods of water in the control and suppression of fire. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221749 CE033942

Health Occupations Curriculum. Skills and Theory for Practical Nurse. Units 16 and 17.

Arizona State Dept. of Education, Phoenix.
Spons Agency-Department of Education, Washington, DC.
Pub Date 82
Note-683p.; For related documents see CE 033 938-943.
EDRS Price - MF04/PC28 Plus Postage.
Descriptors-Adults; Aging (Individuals); Allergy; *Allied Health Occupations Education; Cancer; Cardiovascular System; Communicable Diseases; Diseases; Ears; Eyes; *Health Occupations; Job Skills; Learning Modules; Legal Responsibility; *Nurses; *Practical Nursing; *Public Health; Reproduction (Biology); Secondary Education; Vocational Education
Identifiers-Endocrine System; Gastrointestinal System; Muscular System; Nervous System; Respiratory System; Skeletal System; Urinary System

Part of a health occupations program, these instructional units consist of materials for use by those who are studying to become practical nurses. Unit 16 deals with basic concepts in the nursing of the aged, in community health, and in the legal responsibilities of the practical nurse. Covered next are nursing care procedures for adults with the following diseases or conditions: diseases of the musculoskeletal, circulatory, respiratory, gastrointestinal, urinary, endocrine, reproductive, and nervous systems; diseases of the eye and ear; cancer; infectious diseases; and allergic conditions. The units are comprised of a series of learning modules, each of which contains a rationale, performance objectives, learning activities and answers, terminology, and posttest. (MN)

ED221796 CG016222

Gabrenya, William K., Jr.

Social Anxiety, Situational Variability, and the Self-Monitoring Scale.

Pub Date 15 Apr 82

Note-18p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; *Anxiety; Attribution Theory; Behavior Patterns; Factor Analysis; *Individual Differences; *Interpersonal Competence; *Personality Traits; *Social Adjustment; Test Validity

Identifiers-*Self Monitoring Scales (Snyder); *Self Presentations

Growing interest in self-presentation has spawned several examinations of individual differences in the tendency to manage one's impressions, notably Snyder's attempt to identify skilled impression managers through self-monitoring and an associated monitoring device, the Self-Monitoring Scale (SMS). To further examine the SMS, factor analyses were conducted and revealed a factor that could be interpreted as tapping social anxiety. This factor caused persons identified as high or low self-monitors on the basis of extreme score selection criteria to be low and high, respectively, in social anxiety. Four experiments demonstrated that social anxiety may account for low self-monitors' self presentational behaviors in highly socially evaluative situations. These findings indicate that the confounding of self-monitoring and social anxiety in the SMS may lead to ambiguous interpretations of research findings. (Author/JAC)

ED221820 CG016258

Cinal, Terry Lynn

The School Dropout: Causes, Effects and Solutions.

Pub Date Jun 82

Note-53p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Persistence; Annotated Bibliographies; *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Research; Dropouts; Elementary Secondary Education; Literature Reviews; *Nontraditional Education; Predictor Variables; *School Holding Power; Student Alienation; Student Attitudes

This document reviews the literature on elementary and secondary school dropouts and notes the effects and possible solutions to the dropout problem. Statistical findings about dropouts from the 1960's to the present are presented along with methods of predicting who the dropouts will be. Dropout characteristics, including psychological, social, academic and vocational, are described. The impact of dropping out on income and occupation, as well as the effect on the family and society, is discussed. The remainder of the materials is divided according to dropout programs including alternative schools, adult counseling, peer counseling, vocational education and work study programs. A glossary and annotated bibliography are also provided. (JAC)

ED221840 CS006834

Goetz, Ernest T.; And Others

Reading in Perspective: What Real Cops and Pretend Burglars Look for in a Story. Technical Report No. 266.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Education (ED), Washington, DC.

Pub Date Oct 82

Contract No-400-76-0116; N00123-C-0622

Note-33p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults; *Attitudes; Computer Assisted Testing; Higher Education; Models; *Reading Comprehension; *Reading Processes; Reading Research; *Schemata (Cognition); Theories

Identifiers-*Perspective (Psychology)

Two experiments using the same design and subjects drawn from the same populations tested two accounts of schema-directed text processing, the selective attention hypothesis that suggests readers identify text elements as important or unimportant on the basis of an engaged, operative, or subsuming schema; and the slot-filling hypothesis that states that important elements are learned simply because the subsuming schema provides a slot for them. In the first experiment, 16 policemen, 20 real estate students, and 19 education undergraduates rated the relative importance of sentences in a story after being randomly assigned to one of three perspectives: burglar, prospective homebuyer, and no specified perspective. Results revealed that reader perspective is a powerful determinant of perceived importance. In the second experiment, subjects, divided equally among the three perspectives, read the passage on a PLATO screen, one sentence at a time, with the reading times for all sentences being automatically recorded. Their recall was also tested by means of a free-recall protocol. Results once again confirmed the importance of perspective, with readers spending more time on those portions of the text relevant to their assigned perspectives. Although not conclusive, these results support the selective attention hypothesis, while providing no support for the slot-filling hypothesis. (JL)

ED221861 CS207172

Rivera-Hernandez, Norma

Collaborative Learning: A Means of Improving Students' Exam Writing.

Pub Date Jul 82

Note-11p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Essay Tests; *Group Activities; Higher Education; *Humanities Instruction; Inservice Teacher Education; *Instructional Improvement; Objective Tests; *Peer Evaluation; Student Development; *Student Teacher Relationship; Teacher Attitudes; Teacher Workshops; Teaching Methods; Testing Problems; Writing Evaluation; *Writing Instruction

To revitalize humanities courses and to improve student thinking, a workshop for faculty members of the University of the Sacred Heart (Puerto Rico) will cover two models of collaborative learning, collaborative group work and peer criticism. In collaborative group work, students should be able to learn how to reach a consensus about a specific task, to generate ideas, and to share those ideas with other members of the group without the direct intervention of the teacher. In peer criticism, students will learn how to evaluate others' work, make judgments based on facts, and to express their opinions in coherent and persuasive ways. Exercises on finding the organizing principle of a reading assignment will improve students' reading ability. The last part of the workshop will focus on developing teachers' attitudes toward students' work that will encourage, not discourage, improved student writing. Faculty members will be surveyed both immediately after the workshop and at the end of the following semester to see how many of these methods they actually use and what suggestions they have

formulated based upon their experiences. (JL)

ED221904 CS503981

Smith, June Hubbell

An Examination of the Status of Organizational Communication Programs in Texas Colleges and Universities.

Pub Date Oct 82

Note-17p.; Paper presented at the Meeting of the Texas Speech Communication Association (Houston, TX, October 7-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business Communication; *Communication Research; Course Content; Curriculum Evaluation; Educational Needs; *Education Work Relationship; Higher Education; *Job Skills; *Speech Communication; *Speech Curriculum; Speech Skills

Identifiers-*Texas

A study was conducted to determine if the speech communication programs in Texas colleges and universities were providing the skills needed by industry. A survey of current business journals revealed seven skills needed by college graduates seeking employment in business: (1) public speaking skills, (2) knowledge of communication theory and flow of messages through organizations, (3) interviewing skills, (4) small group meeting skills, (5) dyadic communication skills, (6) listening skills, and (7) leadership skills. Forty-one 1982 undergraduate and 16 graduate college catalogs were examined to discover the number and percentages of Texas degree programs offering business communication-related courses and to compare the description of the skills focused upon in the business-related communication courses to the seven skills listed as needed by the journal review. Except for courses in persuasion/sales presentations and small group discussion and for skills in business-related oral reports and group meeting, all results showed that Texas college speech programs were not meeting the stated communication training needs of business and industry. It would appear that these programs need curriculum additions. (JL)

ED221924 EA014996

Kuceris, Misty; Zakariya, Sally, Ed.

Time on Task: Using Instructional Time More Effectively.

American Association of School Administrators, Arlington, Va.
Pub Date 82
Note-71p.
Available from-Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00870; $6.95; quantity discounts; orders under $15.00 must be prepaid).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Role; *Classroom Environment; Classroom Observation Techniques; Classroom Techniques; Elementary Secondary Education; Instructional Improvement; *Learning Activities; Performance; Records (Forms); Scheduling; Student Behavior; Teacher Effectiveness; Teaching Methods; *Time Factors (Learning); *Time on Task

According to this publication, a school's most effective tool in encouraging student success may be its control over the time the student spends working on goal-oriented learning activities--that is, time on task. This document is intended to help school administrators understand the effects of their decisions on students' learning time and improve those decisions. Research on learning time, reviewed in chapter 1, links the amount of learning time with the learning achieved. Chapter 2 discusses disruptions that arise outside the classroom and their effects on learning time; decisions made at the building, district, state, or federal levels may result in unexpected limits on the amount of time allocated for instruction. Chapters 3, 4, and 5 examine forces inside the classroom that can affect time on task: student behavior, teacher behavior, and instructional methods. The final chapter looks more deeply into the implications of the concept of time on task and at the roles of teachers, principals, superintendents, staff development personnel, and communicators in increasing time on task in schools. An appendix provides suggestions on how to develop a program to increase time on task within a school district and includes a step-by-step checklist and observation forms. (Author/PGD)

ED222018 EC150086

Feis, Polly; Werbel, Virginia

The Cooperative Vocational Program.

Educational Service Unit #9, Hastings, (New Brunswick).

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date [81]

Grant-G008001724

Note-51p.; Some charts may reproduce poorly due to color of original pages.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Exploration; *Disabilities; Emotional Disturbances; Employment; *Job Skills; Learning Disabilities; Mental Retardation; *Resource Room Programs; *Resource Teachers; *Rural Youth; School Business Relationship; Secondary Education; Skill Development; Vocational Education

Identifiers-*Cooperative Vocational Program NE

The Cooperative Vocational Program serves 300 mentally retarded, learning disabled, and behaviorally disordered adolescents in rural Nebraska in an attempt to increase employment for the students. The project is also designed to train secondary special education resource teachers in vocational preparation. Vocational services and activities include a series of 14 vocational curriculum modules containing vocational information, content, and learning activities based on entry level job competencies. The program also features an in-class employer program in which community employers describe their businesses, field trips are taken to community businesses, and there are activities in job exploration and training. Sample program tools, including referral forms, competency checklists, and job behaviors analysis forms are appended. Also appended are sample curriculum modules. (CL)

ED222059 FL013225

Cruttenden, Alan

How Long Does Intonation Acquisition Take?

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date 82

Note-8p.; In its: Papers and Reports on Child Language Development, Number 21, p112-118.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language; *Intonation; *Language Acquisition; Oral Language; Speech Skills; *Suprasegmentals; Young Children

The evidence on the acquisition of intonation by children is reviewed. Reports on the early use of pitch contours fall into two categories, imitational and differential intonation. While imitational intonation is based on mimicry of adults, differential intonation involves the acquisition of two or three tunes that contrast in meaning from an early age. The acquisition of innate falls, later tunes, and intonation comprehension is discussed. From the limited available evidence, it is concluded that the use of some forms of intonation is present even during the babbling stage, that the use of intonation to convey some of the same meanings conveyed by adult language is also present from an early age, and that children over the age of 10 years are still developing toward the complexity of adult intonation patterns. Even adults develop highly varying levels of intonational competence and continue to develop new intonational skills. References are appended. (RW)

ED222079 FL013261

Mace-Matluck, Betty J.

Literacy Instruction in Bilingual Settings: A Synthesis of Current Research. Professional Papers M-1.

National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Jun 82

Note-39p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Students; Educational Research; Elementary Education; English (Second Language); Language Acquisition; *Literacy; Reading Instruction; Reading Skills; *Second Language Instruction; Second Language Learning; *Writing Instruction; Writing Skills

Research on the effectiveness of literacy instruction of bilingual children is reviewed. Most research on reading in a bilingual setting involves college students in the United States or younger students in other countries, while research on writing in a bilingual setting is only beginning to emerge. The review focuses on the nature of literacy, reading, writing, and the interface between reading and writing. Specific topics include: the distinction between oral and written language, language and context, learning to read and write, factors contributing to the acquisition of literacy, the relationship of first language literacy to acquisition of second language literacy, transfer of skills across language, second language oral proficiency and reading achievement, and teaching practices and materials. In conclusion, literacy involves language which moves beyond the scope of interpersonal communication with its contextual cues. For children whose second language is not English, initial literacy instruction in the native language may provide the necessary basis for acquiring literacy in English. Extensive references are included. (RW)

ED222133 HE015544

Report on Higher Education in Washington.

Washington State Temporary Advisory Council on Public Higher Education, Olympia.

Pub Date Jan 69

Note-22p.; Appendices D, E, F, and G may not reproduce well due to marginal legibility of original document.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Organization; *Advisory Committees; Articulation (Education); *College Planning; Community Colleges; Drug Abuse; *Educational Assessment; Educational Demand; *Higher Education; Personnel Policy; Power Structure; Private Colleges; State Boards of Education; State Colleges; State Legislation; *Statewide Planning; Student Financial Aid

Identifiers-*Blue Ribbon Commissions; *Washington

Washington State's Temporary Advisory Council on Public Higher Education was established in 1965 to advise the legislature and the governor on the need for additional institutions to meet higher education demand. In this report, the council's history and actions are outlined and its recommendations are summarized for eight areas: establishment of a permanent council on higher education, planning and articulation with private colleges, studies of policies and new institution concepts, community college policy and planning, student financial aid programs, student drug use policy and studies, personnel and land management procedures, and the establishment of a metropolitan tract. The state senate's concurrent resolution creating the council, other documents relating to the council's operation, and two house and two senate resolutions in four major areas of council study are appended. (MSE)

ED222167 IR010400

Cable Television and the Performing Arts. The Proceedings of a Conference (New York, New York, June 5-7, 1981).

New York Univ., NY. School of the Arts.
Spons Agency-John and Mary R. Markle Foundation, New York, N.Y.
Pub Date Jun 81
Note-88p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiences; Broadcast Industry; *Cable Television; Copyrights; Cultural Activities; *Discussion; Music Activities; Opera; *Programing (Broadcast); Technological Advancement; Telecommunications; *Theater Arts
Identifiers-Market Forecasts; *Market Research; Negotiation Processes; *Pay Television

Included in this set of proceedings are a keynote address on the state of the art of cable television and the future of the television economy by Les Brown, editor-in-chief of "Channels" magazine; panel discussions on the structure of the cable television industry; the potential market for cable television arts programming; the birth and development of cable television channels oriented solely toward arts programming; the perspective of television producers regarding the development of arts programming for cable television; the current state of the art of cable television programming and production of the performing arts; and four aspects of cable television production, including production and broadcast rights and the financial support of arts activities broadcast over cable television. Also included are appendices listing the conference agenda, brief biographies of the panelists who participated in the conference, conference participants, and selected readings on topics covered by the conference. Question and answer sessions accompany each of the panel discussions. (JL)

ED222188 IR010422

Donoghue, Beverly Emerson

Textile Visual Materials: Appropriate Technology in Action.

Pub Date May 82

Note-14p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Dallas, TX, May 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developing Nations; Feasibility Studies; *Instructional Innovation; Instructional Materials; *Material Development; *Production Techniques; Technology Transfer; *Visual Aids

Identifiers-Ghana; Sudan; *Textiles

An innovative educational medium--screenprinted visual aids on cloth--is one alternative to conventional media in Africa, where visual materials are important communication tools but conventional media and materials are often scarce. A production process for cloth visual aids was developed and evaluated in Ghana and Sudan through the implementation of several experimental projects. Unlike paper and electric/electronic visual media, cloth is familiar and can be locally produced with unskilled labor. Results indicate a preference for this type of cloth-based visual aid over conventional paper ones, and printing was found to be economically feasible if done on a mass-production basis. Since 1972, economic and political stability in Ghana have deteriorated, producing a more urgent need for locally developed products. A feasibility study conducted in 1980 found cloth in short supply but need for visual materials large; however, for educational purposes, a supply of cloth could be provided. In Sudan, the development of textile visual aids is more advanced, with all materials needed locally available. The approach is significant in that, instead of transplanting a Western communications medium, the strategy takes advantage of local materials and resources. (LMM)

ED221650 CE030650

Rockhold, Hazel

Development of Strategies for Implementing Microcomputer Career Education and Vocational Delivery Systems for Isolated School Areas, 1980-81. Final Report of Special Vocational Project.

Lawrence Unified School District 497, Kans.
Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Pub Date [81]
Note-194p.; Parts of Appendix A will not reproduce well due to light, broken type.

EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Access to Education; *Career Education; Career Exploration; Career Planning; Computer Literacy; *Computer Oriented Programs; *Delivery Systems; Employment Interviews; Information Systems; Job Search Methods; *Microcomputers; Program Development; *Program Effectiveness; Program Implementation; *Rural Areas; Secondary Education; Vocational Education
Identifiers-*Kansas Computerized Career Information System; Lawrence High School KS

A project was designed to provide students of isolated rural school areas with a microcomputer system that includes career education, prevocational, and vocational experiences. The system was to be incorporated into the Kansas Computerized Career Information System. The specific objectives of the project were (1) to develop a secondary-level program of career awareness and values, self-concept, work attitudes, decision making, and prevocational skills for a microcomputer program; (2) to develop and implement a secondary-level program of career exploration, job opportunities, job interviews, and life planning simulations for a microcomputer delivery system for secondary schools; (3) to implement the above-mentioned programs in three junior high schools in three Kansas school districts in 1981-1982; and (4) to design a program to provide students in isolated areas with basic knowledge about microcomputers. Five microcomputer programs were developed on the following topics: banking, career exploration, finding a job, job interviews, and job opportunities. Most of the 251 students who evaluated the program were highly satisfied with the educational content, presentation, ease of use, and interest level of the programs. While three of the four project objectives were accomplished successfully, accomplishment of the third is dependent upon future funding. (MN)

ED221883 CS207223

Escoe, Adrienne S., Ed.

Teaching Sentence Structure and Versatility.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Pub Date 81

Note-7p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Higher Education; Secondary Education; *Sentence Combining; *Sentence Structure; Skill Development; Teaching Methods; *Writing Exercises; *Writing Instruction

Sentence combining can teach students one of the most difficult aspects of the writing process--how to construct effective, versatile sentences. In sentence combining exercises, students take a series of short sentences and combine them into a longer and more elaborate sentence in such a way that the important information from each short sentence is retained. To help a less competent writer who might not combine the short sentences into the most effective sentence possible, signals such as underlining and connectives in parentheses may be inserted in the sentences. Sentence combining exercises can incorporate a wide variety of structures--noun modifiers, noun substitutes, and adverbials. Sentence combining succeeds because of its basis in students' oral language abilities, its independence of knowledge of grammatical terms, and students' enjoyment of sentence combining exercises. Although sentence combining is an effective technique, it is not a complete program for teaching writing, and should take no more than 15 minutes of class time per day. Such exercises can be drawn from a variety of sources other than commercial publishers. (HTH)

ED221944 EA015051

Hansen, Joe B.; Nafziger, Dean

Evaluation in the Eighties: A Policy Perspective.

Pub Date Mar 82
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes; Elementary Secondary Education; *Evaluation; Evaluation Methods; Evaluation Needs; Federal Legislation; Federal Regulation; Futures (of Society); Program Evaluation; *Public Policy; School Districts; State Departments of Education
Identifiers-*Education Consolidation and Improvement Act 1981

Recent educational policy changes at the federal, state, and local levels, coupled with the current economic crisis, will have a significant impact on the nature of program evaluation and on the emphasis placed upon it, according to the authors of this report. The document describes the evaluation requirements contained in the three chapters of the federal Education Consolidation and Improvement Act and asserts upon analysis of the law that needs assessemnt, program implementation evaluation, descriptive evaluation, management evaluation, cost effectiveness, outcome evaluation, and sustained gain evaluation components should be incorporated into state and local education agencies' programs. Assuming that the costs and information yields of these processes will determine their value, the authors assess the likelihood of their adoption under various conditions. After noting some major trends in evaluation, including increased utilization of evaluation and qualitative methodology, and a tendency to adapt methods from such disciplines as journalism, philosophy, and business, the document concludes with predictions regarding evaluation policy and practice during the 1980's. These predictions include reduced emphasis on large-scale summative evaluations and program evaluations, failure of the trend toward qualitative evaluation, increased use of auditing methods, and a growing emphasis on new electronic technology. (Author/PGD)

ED221964 EC143294

Waldo, Lois J.; And Others

A Comprehensive Communication Curriculum for the Education of Severely Multiply Handicapped School Children. Handicapped Children's Model Program. Final Report.

Kansas Neurological Inst., Topeka.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date Aug 81
Grant-G007804911
Note-94p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Case Studies; Communication (Thought Transfer); *Communication Skills; Curriculum Development; *Family Involvement; Models; *Multiple Disabilities; Parent Teacher Cooperation; Program Descriptions; *Severe Disabilities; Teaching Methods
Identifiers-*Comprehensive Communication Curriculum

The final report describes the Comprehensive Communication Curriculum (CCC), a 4-year program involving the communication skills of severely and multiply handicapped students with very little spontaneous communication skills. The program was designed to teach the students appropriate easily learned responses for requesting objects and initiating social interactions. The first section describes the CCC program and its application in Kansas. Five program components are discussed: (1) the caregiver interview; (2) identification of wants and needs; (3) request training; (4) initiation of communication; and (5) environmental manipulations to facilitate spontaneous use. Seven case studies illustrate such procedures as systematic reinforcer sampling, diagnostic teaching, requesting more, use of a communication board, and requests through sign language. Part 2 describes the project's family involvement component. Two phases are considered for the teacher in implementing a parent involvement approach: initiating strategies (such as an initial contact letter and followup telephone calls) and ways to continue and increase involvement (such as classroom observation or volunteering). A hierarchy of services for parental participation in the education of their child is charted. The bulk of the document consists of five lengthy appendixes, including examination of the CCC model development and replication, and bibliographies related to the communication curriculum and the family involvement component. (CL)

ED222100 HE015315

Lester, Jeanette

Report of Follow-Up of Graduates of 1981. Institutional Research.

Saint Mary's Coll., Notre Dame, IN.

Pub Date 20 Apr 82

Note-23p.; For related documents see HE 015 313 and HE 015 316.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Choice; *College Graduates; Educational Benefits; *Education Work Relationship; *Employment Patterns; *Graduate Study; Graduate Surveys; Higher Education; Institutional Research; Job Satisfaction; Majors (Students); Participant Satisfaction; *Salaries; Student Attitudes; *Student College Relationship; Vocational Followup

Identifiers-*Saint Marys College IN

The 1981 graduates of Saint Mary's College were surveyed in 1982 to determine current position, salary, graduate school attendance, satisfaction with current employment, and attitudes about their college experience. Based on replies from 68 percent of the 1981 graduates, the following facts were found: almost 16 percent of the graduates were attending graduate/professional school full-time; 4 percent were in other types of postgraduate college (e.g., paralegal, medical technology); 3 percent were attending graduate school part-time; almost 74 percent of the graduates were employed, while slightly over 3 percent were unemployed and seeking work; over three-quarters of those pursuing advanced studies were in professional programs; law, medicine, and masters of business administration attracted the highest numbers; 14 percent were employed in teaching positions; about 9 percent were in technical, semiprofessional jobs; 21 percent were employed in managerial and administrative positions; 7 percent were employed in responsible sales or marketing positions; over three-fifths indicated there was a strong relationship between their positions and their majors; and about 47 percent were very satisfied and 37 percent were moderately satisfied with their first jobs. Information is also provided on graduate/professional schools to which respondents had applied; salaries reported by graduates by type of position and by college major; and the value of the college experience in preparing graduates to function in certain areas of life. Student comments and data on response rates for graduates of various departments are appended. (SW)

ED221709 CE033862

Vavrichek, Bruce

Work and Retirement: Options for Continued Employment of Older Workers.

Congress of the U.S., Washington, D.C. Congressional Budget Office.
Pub Date Jul 82
Note-71p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Demography; Economic Factors; *Employment Level; *Employment Patterns; Federal Legislation; Federal Programs; Financial Support; Labor Force; Labor Market; Needs Assessment; *Older Adults; Policy Formation; *Public Policy; *Retirement; *Retirement Benefits; Trend Analysis
Identifiers-*Social Security; Social Security Benefits

A study analyzed the changing nature of older persons in the labor force, factors that may affect their work decisions, and policy changes that could facilitate their continuation or reentry into the work force beyond the normal retirement age. Data examined during the survey indicate that while the number of people aged 65 and older is continuing to increase as a share of the total population, the fraction of older persons in the labor force is declining. The declining number of older persons who choose to remain in the work force could reduce the amount of goods and services produced in the economy, reduce personal incomes, and put upward pressure on prices and inflation. Therefore, Congress might want to consider policy changes that would encourage older persons to continue in, or reenter, the work force. Included among such potential policy changes are altering the Social Security age benefit structure, changing the Social Security earnings test, requiring continued accrual of private pension plans, increasing allowable retirement under private pensions, eliminating the mandatory retirement age, providing employment tax credits to firms employing older workers, and helping both experienced and inexperienced older workers find jobs. (MN)

ED221750 CE033943

Health Occupations Curriculum. Skills and Theory for Practical Nurse. Units 18, 19, and 20.

Arizona State Dept. of Education, Phoenix.
Spons Agency-Department of Education, Washington, DC.
Pub Date 82
Note-722p.; For related documents see CE 033 938-942.
EDRS Price - MF04/PC29 Plus Postage.
Descriptors-*Allied Health Occupations Education; Cultural Context; Drug Use; Health Occupations; Job Skills; Learning Modules; Mothers; Neonates; *Nurses; *Obstetrics; *Pharmacology; *Practical Nursing; Premature Infants; *Teamwork; Vocational Education
Identifiers-Patient Care; Prenatal Care

Part of a health occupations program, these instructional units consist of materials for use by those who are studying to become practical nurses. Covered in the units are the following: the nursing care of mothers and newborns (obstetrics, prenatal care and complications, patient needs, care of the newborn, prematurity, medications, and cultural aspects); pharmacology (dosages and solutions, administering medications, medications used to treat disorders of various systems of the body, infectious diseases, and allergic disorders); and integration (team medications, total patient care, the assistant team leader, and the role of the practical nurse). The units are comprised of a series of learning modules, each of which contains a rationale, performance objectives, learning activities and answers, terminology, and posttest. (MN)

ED221773 CG016199

Exemplary Vocational Guidance Projects in Virginia. 1981-82 Project Abstracts.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Pub Date 82

Note-35p.; For related document, see ED 212 929.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Counseling; *Career Guidance; Community Resources; Counselor Training; *Demonstration Programs; Disabilities; Elementary Secondary Education; Higher Education; Job Search Methods; Occupational Information; Program Descriptions; *Rehabilitation Counseling; *Student Needs

Identifiers-*Virginia

This report reviews the 31 exemplary vocational guidance and counseling projects in Virginia during the 1981-82 school year and includes a brief summary of each project, its objectives and methodology, and the name, address, institutional affiliation, and phone number of the project director. Nine of the abstracts deal with programs to increase vocational guidance and counseling for adults; 11 discuss increasing vocational guidance and counseling services for handicapped persons; 8 are devoted to developing local career information materials; and 3 deal with the development of comprehensive vocational guidance and counseling plans. (JAC)

ED221797 CG016223

Glynn, Thomas J.

Overcoming Obstacles to Drug Abuse Research with Families.

Pub Date Apr 82

Note-15p.; A version of this paper was presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Drug Abuse; *Family (Sociological Unit); *Family Counseling; *Family Involvement; Family Relationship; Parent Participation; *Research Problems; State of the Art Reviews; Youth Problems

Identifiers-*White House Conference on Families

Although there has been a significant amount of research on the families of drug abusers, this field has encountered a number of obstacles to its continued growth. Some of these problems include an emphasis of research on opiate use, methodological hindrances, and lack of a constituency. A review of two concurrent national processes, the White House Conference on the Family and the National Federation of Parents for Drug Free Youth, demonstrates the growing concern of families with the drug abuse problem. Increasing governmental interest in viewing drug abuse from a family perspective and a growing literature base indicate that philosophies, values, methodologies, and even bureaucracies may now be contributing to the emerging acceptance of the family and drug field as a legitimate and essential area of research. (Author/JAC)

ED221821 CG016259

Chapman, Bernadine S.

Academic Retention and Talent Retrieval.

Pub Date Mar 82

Note-27p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement; Career Counseling; *College Students; Dropout Prevention; Educational Counseling; Higher Education; *High Risk Students; Peer Teaching; Potential Dropouts; Program Descriptions; *Remedial Programs; *School Holding Power; *Student Development; *Student Personnel Services

Identifiers-*Northern Illinois University

This report presents the Academic Retention and Talent Retrieval components of the Special Services Program at Northern Illinois University. The support structures are described in detail, including: CHANCE counseling, which assists students with academic and financial planning, personal growth, peer tutoring, and career counseling; and the Talent Retrieval component of the retention plan which is directed at students who have been academically dismissed from the university. The objectives of the Student Leadership conference are discussed and workshops are described. The philosophy, objectives and workshops offered by the Career Program and Peer Tutoring Program are also outlined. Examples of various forms and questionnaires used by the different program components are provided. (JAC)

ED221905 CS503985

Cooper, Pamela J.

Using Children's Literature to Teach Basic Skills.
Pub Date Apr 82
Note-19p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills; *Childrens Literature; *Communication Skills; Elementary Education; Mathematics Instruction; Reading Instruction; *Reading Materials; Speech Communication; *Teaching Methods; Writing Instruction

All content areas utilize the four basic skills--reading, writing, arithmetic, and oral communication. Children's literature can be used to teach these skills for four reasons: (1) there is a children's book for every concept to be taught; (2) children enjoy reading; (3) children's literature can be used to teach content, process, values, and attitudes; and (4) children's literature can be used to explore and clarify a child's subjective personal values and attitudes. Wordless picture books, drama, enjoyable series books, and books about language and words can be used to teach reading. Children's books can also be used in a variety of ways to provide a stimulus for writing. Many children's books can motivate students to explore math in new and practical ways. Finally, to understand the newest basic skill, oral communication, we must realize that we communicate for a variety of functions--informing, feeling, ritualizing, and imagining--and that communication competence involves four abilities: repertoire of experiences, selecting strategies, implementing strategies, and evaluating performances. Children's literature can aid the child in developing oral communication competence through listening to stories, telling stories, creative drama experiences, use of puppets, discussing the story with peers, and answering questions about the story in class discussions. (Suggested titles are included.) (JL)

ED221983 EC150051

Yamaguchi, Kaoru

The Application of Behavior Analysis to the Development of Language in an Autistic Child. RIEEC Research Bulletin, Working Paper Series.

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

Report No-RIEEC-RRB-15

Pub Date Nov 80

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Autism; Case Studies; *Expressive Language; Imitation; *Language Acquisition; Reinforcement; Teaching Methods; Transfer of Training

A 9-year-old autistic boy with language comprehension skills but minimal meaningful expressive language was exposed to a language training program. The program began with imitation of sounds and progressed to discrimination training, responding to his name, and partial verbalization. Positive reinforcement (including food and a revolving light) was supplied throughout the program. The S's spontaneous verbalizations to picture card stimuli increased dramatically during treatment, with additional evidence of improved verbal clarity. Difficulties with misbehavior and use of food reinforcement were noted. Training effects did not generalize to other settings. (CL)

ED222060 FL013226

Allen, George D.

Intensity Accents in French 2 Year Olds' Speech.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date 82

Note-7p ; In its: Papers and Reports on Child Language Development, Number 21, p119-124.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language; *French; Language Acquisition; Preschool Children; Speech Skills; *Stress (Phonology); Suprasegmentals; Syllables

The acoustic features and functions of accentuation in French are discussed, and features of accentuation in the speech of French 2-year-olds are explored. The four major acoustic features used to signal accentual distinctions are fundamental frequency of voicing, duration of segments and syllables, intensity of segments and syllables, and frequency spectrum of segments. These phonetic features are used in different patterns by different languages. The speech of six 2-year-old monolingual French children was recorded and analyzed for variability and non-standard patterning in the use of intensity and accentuation. The data show the expected variability in use of acoustic phonetic features. The children appeared to be tending toward correct use of intensity and frequency of voicing patterns, but in fewer than 30 percent of their utterances did they produce a totally acceptable prosodic contour. Part of this variability in children's prosodic contours may be due to an inability to separate their respiratory and phonatory mechanisms in speech production or a universal perceptuo-motor tendency to produce words with a stress accent on the first syllable, a tendency in opposition to the normal pattern of French words. (RW)

ED222080 FL013262

Kim, Kenneth Kong-On; And Others

Korean Language Maintenance in Los Angeles. Professional Papers K-1.

National Center for Bilingual Research, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jun 81
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Acculturation; Culture Conflict; *Korean; *Korean Americans; *Korean Culture; *Language Maintenance; Social Values
Identifiers-California (Los Angeles)

Characteristics of the Korean population in Los Angeles, intergenerational cultural problems, and efforts to promote language maintenance are described. The majority of Koreans in Los Angeles have been in the United States less than 10 years. A high percentage are from middle class and professional backgrounds. The traditional hierarchical family structure is being challenged by the younger generation that has been educated with the American values of independence and individual freedom. This conflict between children and their elders is frequently aggravated by lack of communication caused by language differences. Organized community efforts to maintain Korean language and culture include Korean churches, Korean language schools, Korean language mass media, bilingual education in public schools, and business and social organizations. The outcome of these efforts will be influenced by a variety of both negative and positive factors such as the pressure to change from both within and outside the community. (RW)

ED222117 HE015517

Allard, Sandra; And Others

Faculty Salaries, Rank and Tenure at Maryland Public Universities and Four-Year Colleges Compared to Designated Peers. Academic Years 1976-77 to 1981-82.

Maryland State Board for Higher Education, Annapolis.

Pub Date Jul 82

Note-71p.

Available from-Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Rank (Professional); *College Faculty; Comparative Analysis; Employment Patterns; Full Time Faculty; Higher Education; Inflation (Economics); Institutional Characteristics; School Surveys; *State Colleges; *Teacher Salaries; *Tenure

Identifiers-*Maryland; Morgan State University MD; *Peer Institutions; Saint Marys College MD; University of Maryland

Faculty salaries, rank, and tenure at Maryland public universities and colleges are compared to those at selected peer institutions in the United States, based on data from the National Center for Education Statistics' 1981-82 survey "Salaries, Tenure and Fringe Benefits of Full-Time Instructional Faculty" and 1976-77 reports prepared by the American Association of University Professors. Faculty of both 9-10 month and 11-12 month appointments are included. In 1981-82, average faculty salaries at Maryland public universities and four-year colleges were below average faculty salaries at peer institutions on all-ranks basis and, with two exceptions, on a by-rank basis. In most instances, Maryland institutions are relatively farther behind their peer institutions today than they were in academic year 1976-77. In Maryland, no cost-of-living increase was appropriated for the 1981-82 academic year. Average faculty salaries have not kept pace with inflation. While average faculty salaries at peer institutions also failed to keep pace with inflation, they increased 6.2 percent more than the average for Maryland institutions. A much smaller percent of the faculty at Maryland institutions hold the rank of professor and associate professor and a much larger percent hold the rank of assistant professor and instructor at the Maryland institutions as compared with peer institutions. With the exception of Morgan State University, Maryland institutions have a significantly lower percentage of faculty with tenure than do their peer institutions. Analyses are presented for the University of Maryland, Morgan State University, and St. Mary's College of Maryland. A list of peer institutions is appended. (SW)

ED222151 HE015594

Friedman, H. Zvi

The Admission System in Distance Teaching Institutions. DERG Papers, Number 2.

Open Univ., Walton, Bletchley (England). Distance Education Research Group.

Pub Date Apr 81

Note-39p.

Available from-Distance Education Research Group, The Open University, Walton Hall, (Rm. Q229 M Block), MK7 6AA, United Kingdom (1.50 pounds Brit., including postage).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Admissions Counseling; Case Studies; *College Admission; *College Applicants; College Freshmen; Decision Making; *Extension Education; Foreign Countries; Higher Education; Information Systems; Open Universities; *School Registration; *Student Records; *Systems Approach

Identifiers-*Distance Education

Admissions at distance education systems is considered for new students (rather than continuing students). Based on a systems analysis, it is noted that there are three major subsystems to carry out the objective of converting applicants into students: the receipt of applications, the allocation of applicants to first year or introductory courses and the offer of places to applicants, and integration of applicants into the institution. The following procedures are discussed: promoting awareness of the distance teaching institution; providing preapplication guidance; keeping records of applications; and analyzing applications. Components of the task of offering applicants admission are as follows: assessing applications, determining whether academic/nonacademic criteria are met, and whether a place is available for the course desired; informing applicants of the result of their application; and analyzing course allocations for the institution. The basic functions of registration are outlined as follows: recording acceptance or refusal; changing an application record into a master student record; distributing the student record to regional/local services and administrative purposes; and analyzing registrations. The admission system functions with the operational cycle of the institution and may encompass serial or parallel operations. An admissions model is outlined, and a flowchart is presented to illustrate the formal information network. The admissions systems of the following institutions are very briefly described: Universidad Nacional Abierta of Venezuela; Sri Lanka Institute of Distance Education; the Free University of Iran; National Extension College, United Kingdom; Everyman's University, Israel; the Allama Igbal Open University of Pakistan; Universidad Estatal a Distancia of Costa Rica; and Open University, United Kingdom. (SW)

ED222189 IR010424

Beltran, M. Beatriz; de Juarez, Cheryl Lani H.

Computer-Assisted Spanish English Transition Sequence: A Developmental Research Approach for the Implementation of Educational Software.

Pub Date 82
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction; *Computer Programs; Curriculum Design; *English (Second Language); Glossaries; Inservice Education; Instructional Materials; Junior High Schools; *Material Development; Media Research; *Programed Instructional Materials; Social Studies
Identifiers-Dallas Independent School District TX

The Computer Assisted Spanish English Transition Sequence (CASETS) Project used a developmental research approach to design and adapt curriculum materials for computers; the approach involved a continuous process of materials design, classroom implementation, evaluation, and modification. During the first year of the project, sets of 26 lessons each were designed for first and second levels of English as a Second Language (ESL) classes and seventh and eighth grade social studies and life skills classes. Materials were written in BASIC programming language for use with a TRS-80 II computer and video screen. First-year evaluation results, based on data collected through site visits, interviews, and project office records, indicate that CASETS was successfully implemented as proposed during the 1980-81 school year. The desired English language proficiency criterion was achieved, and surveys of parents, students, and teachers indicated a strong positive attitude toward the project and computer assisted instruction (CAI). Additional capabilities of the project were planned for implementation during the 1982-83 school year. The project includes a training component for educators and administrators and for CASETS project staff. A glossary of CAI-related terms is attached. (LMM)

ED221690 CE033760

Clanton, Kaye Reames

Health Occupations Education--A Curriculum Guide.

University of Central Arkansas, Conway.
Spons Agency-Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
Pub Date 30 Jun 82
Note-1,348p.; For a related document, see CE 033 759. Not available in paper copy due to colored paper.
EDRS Price - MF11 Plus Postage. PC Not Available from EDRS.
Descriptors-Abbreviations; Allied Health Occupations; *Allied Health Occupations Education; *Anatomy; Career Planning; Competency Based Education; Dental Health; Diseases; First Aid; Health Facilities; Health Needs; Health Occupations; Health Services; *Human Body; Human Relations; *Job Skills; *Medical Services; Medical Vocabulary; Metric System; Nutrition; *Physiology; Recordkeeping; Safety; Secondary Education
Identifiers-Emergency Medical Services

Developed to provide curriculum materials that secondary Health Occupations Education (HOE) teachers/coordinators can use in organizing their individual programs, this curriculum guide contains performance-based units covering the majority of a four-semester program of study in HOE. The following topics are covered: medical ethics, law, and history; health issues; health care facilities; health careers; career decisions; organization and general plan of the body; first aid; human relations; medical terminology and abbreviations; anatomy and physiology (the integumentary, skeletal and muscular, digestive, circulatory, respiratory, nervous, urinary, reproductive, and endocrine systems); nutrition/ dental health; microbes and diseases; metrics for health occupations; safety and emergency care; recordkeeping; and health care procedures. Included in each unit are most or all of the following components: performance objectives, suggested activities, information sheets, assignment sheets, job sheets, transparency masters, unit tests, and answers to the unit tests. The units are planned for more than one classroom period of instruction. (MN)

ED221729 CE033908

Pribyl, Paul F.

Sprinklers/Standpipes/Detection Systems. Fire Service Certification Series. Unit FSCS-FF-11-80.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 80

Note-99p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Alarm Systems; Behavioral Objectives; Course Descriptions; Equipment Utilization; *Fire Fighters; *Fire Protection; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; Teaching Guides; Units of Study

Identifiers-*Fire Detection; *Sprinkler Systems; Wisconsin

This training unit on sprinklers, standpipes, and detection systems is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 6-hour unit is to provide the fire fighter with an understanding of the various types of protection and detection systems. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221841 CS006836

Davison, Alice

A Systematic Definition of "Sentence Topic." Technical Report No. 264.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Oct 82

Contract No-400-76-0116

Note-56p.; Earlier versions of this paper were presented at the NWAVE meeting at the University of Pennsylvania (10th, Philadelphia, PA, October 1981) and as colloquia at the University of Arizona and Michigan State University.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*English; *Grammar; Reading Comprehension; *Sentences; *Sentence Structure; Syntax

Identifiers-*Subject (Grammar)

The grammatical subject of sentences in English is regularly but not invariably perceived as the sentence topic. Attempts to express this regularity as a rule of grammar are frustrated by the numerous cases in which there is no topic or some other referring expression is the topic. An alternative account is one in which sentence topic is inferred on the basis of properties along two linguistic dimensions. The first is syntactic markedness: the more marked the syntactic structure, the more strongly the subject or other salient noun phrase (NP) is perceived as the topic. The second scale involves the referential explicitness of a possible topic NP. The NP types most compatible with being sentence topics are the ones which identify the most clearly their intended referent. In both cases, the definition of topic is based on the paradigmatic opposition of elements in English, serving as a "context" for all utterances. More marked structures and most explicit NPs have a communicative function of identifying what the sentence is about, relevant to the processing of syntactic-semantic structures in discourse. (Author/HTH)

ED221862 CS207174

Cappuccilli, Ralph M.

The Integration of Listening Skills as a Complement to Speaking Skills in the St. Joseph's College Core I Program.

Pub Date Jul 82
Note-25p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Core Curriculum; Higher Education; *Integrated Activities; Learning Processes; *Learning Theories; *Listening Skills; Models; *Speech Skills
Identifiers-*Kinneavy (James); *Saint Josephs College IN

James Kinneavy's "Theory of Discourse," already being used as the model for the writing assignments in the curriculum at St. Joseph's College, can also be used as the model for listening and speaking assignments. This proposed project would incorporate the following four-step procedure: (1) determining what is necessary in preparing students to listen proficiently in terms of their previous knowledge, the kind of listening material to which they will be attending, their physiological states, their readiness and willingness to pay attention, and their intellectual commitment; (2) teaching students how to listen to selected lectures through prelistening, listening, and postlistening activities; (3) testing control and uncontrolled groups with questions based upon Kinneavy's model; and (4) presenting the test results to core curriculum faculty in a follow-up workshop. In addition to improving aural-oral skills, this program would serve to complement the students' writing and thinking skills because they would be applying this rhetorical processing as an ongoing and refining activity in their total learning process throughout all of the core curriculum. Teachers, too, would be motivated to hone and refine their own approaches to learning, teaching, and lecturing. (Appendixes chart the program.)

ED221925 EA014997

Kerchner, Charles T.; Mitchell, Douglas

The Dynamics of Public School Collective Bargaining and Its Impacts on Governance, Administration and Teaching.

Claremont Graduate School, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Dec 81

Grant-NIE-G-79-0036

Note-483p.; A portion of Appendix C will not reproduce well due to small print of original document.

EDRS Price - MF02/PC20 Plus Postage.

Descriptors-Case Studies; *Citizen Participation; *Collective Bargaining; Conflict Resolution; Educational Policy; Elementary Secondary Education; Governance; *Labor Relations; *Organizational Theories; Public Schools; Role Perception; *School Administration; School Community Relationship; School Districts; Scope of Bargaining; Teacher Administrator Relationship; Teacher Associations; Teacher Militancy; Teacher Strikes; Unions

Identifiers-*California; *Illinois

Conclusions about public school labor relations advanced in this report are based on analysis of data from a two-phase study. The first phase consisted of case studies conducted during entire collective bargaining cycles in eight school districts--four in Illinois and four in California. The second phase of the research expanded the work into 65 additional districts in the same 2 states, using interviews and surveys as the primary means of investigation. Approximately 240 persons were interviewed and a total of 1,038 usable questionnaires returned. The authors conclude that (1) public sector labor relations have changed the nature of school governance and the patterns of participation of lay persons in the schools; (2) three distinct generations and two highly conflict-ridden intergenerational periods exist in school labor relations; and (3) there have been important changes in school operations and in the nature of work within schools. The body of the report treats the concept of and evidence about the generational development of labor relations. The appendices include case study reports on each of the eight districts studied in the exploratory stage as well as a detailed methodological presentation on the second stage, including the instruments used. (Author/MLF)

ED222003 EC150071

Wnek, Linda; And Others
Parent Infant Program: Program Manager's Manual.
Ohio State Univ., Columbus. Herschel W. Nisonger Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 80
Grant-G007700702
Note-180p.; These materials were developed by the Parent Infant Project (Early Infant Intervention through Parent Interaction).
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Child Rearing; *Developmental Disabilities; Developmental Programs; *Home Programs; Individualized Education Programs; Infants; Interdisciplinary Approach; Models; *Parent Child Relationship; *Parent Education; Program Descriptions; Program Development; Program Evaluation; Student Evaluation; Teamwork
Identifiers-*Parent Infant Program

The document consists of a program manager's manual for the Parent Infant Program (PIP), an early intervention program designed to foster effective parenting of infants with developmental disabilities and delays. Section 1 provides a program overview. Three program goals are: to build parental confidence as primary teachers/facilitators of their infant's development; to foster effective interactions between parent and infant which promote mutual feelings of competence and enjoyment; and to provide information, support, and assistance to parents in dealing with needs associated with having a developmentally delayed infant. An individualized developmental program geared toward the needs of the infant and the family is developed, implemented, and monitored by program staff. The model involves an initial assessment, program planning, ongoing home programing and monitoring, and periodic review and evaluation phases. Section 2 focuses on the role of the team in the PIP model. The multidisciplinary team provides the vehicle through which program managers can enhance or develop their skills in the areas of infant programing and working with parents. A third section describes the purpose and procedures for initial assessment in the areas of gross motor, fine motor, cognitive development, language development, and social development. Section 4 presents the second phase of the program--program planning--which involves developing a treatment program by synthesizing and integrating information obtained during the initial assessment, obtaining parental priorities and concerns for their infant's programing, developing an individualized program plan, and summarizing initial assessment results and plans in a report. A fifth section on ongoing home activities covers guidelines for writing home activities, considerations in developing a home program, and resources used in development. A final section addresses the purpose and procedures for periodic review and evaluation. Among appendixes are self evaluation questions for the professional working with parents, a report on child development, and an annotated bibliography. (SW)

ED222019 EC150087

Frankenberger, William

Relaxation Training with Aggressive Mentally Retarded Adults: A Failure to Observe Carry-Over Effects.

Pub Date [79]

Note-19p.; Ph.D. Dissertation, Ohio State University.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; *Aggression; *Biofeedback; Institutionalized Persons; *Mental Retardation; *Relaxation Training

The study was designed to determine whether 16 aggressive mentally retarded adults could reduce their resting electromyographic (EMG) levels through relaxation training techniques. Ss were selected from a large state institution. Ss were divided into two groups--the experimental group received six training sessions which included whole body relaxation training followed by 5 minutes of EMG biofeedback training, and the control group which listened to music for the same amount of time. Following the recording of the first baseline EMG levels, Ss in the experimental condition participated in 5 minutes of whole body relaxation exercise and were asked to observe the investigator modeling the exercise. At the end of muscle relaxation exercises, Ss were asked to remain relaxed and to continue to breathe slowly and deeply. After training, EMG baselines were again recorded. Ss were also instructed in listening to the EMG instrument to monitor the relaxation in their muscles. The control group was attached to the biofeedback equipment but did not receive training or contingent EMG feedback. Results of the study demonstrated that retarded individuals were able to significantly lower their EMG levels as a result of muscle relaxation training. No carryover of training effects was found between sessions. Tables with statistical data are included. (SW)

Svartvik, Jan; And Others

Survey of Spoken English: Report on Research 1975-81. Lund Studies in English, No. 63.

Lund Univ. (Sweden). Dept. of English.

Report No-ISBN-91-40-04822-5
Pub Date 82
Note-104p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computational Linguistics; *Computer Programs; Databases; *English; Information Retrieval; Language Research; *Language Usage; *Oral Language; *Programing Languages

This is a report on the activities of the survey of spoken English at the University of Lund (Sweden), during the period 1975-81. The aim of the survey has been to make available in machine-readable form a corpus of material with its origin in speech. The corpus was built in conjunction with the survey of English usage project at the University of London. This report has six parts: (1) an introduction, (2) an account of the computerizing process, (3) a description of the output, (4) a summary of research projects in process, (5) lectures given at or arranged by the survey, and (6) a list of publications by the survey staff. The corpus is described as material consisting of 87 "texts," each containing 5000 words, with analysis of the basic prosodic distinctions of tone units, nuclei, boosters, and stresses. The process of editing, coding, transfer and storage, formatting and checking, correction, printing, and production of concordances is described. In a third part, the output in terms of texts, concordance, and word-lists is described and sources for printed versions and computer tape are given. In part 4, the review of research in progress includes illustrations of the ways the system is being used. The activities section provides names, addresses, and titles of lectures and seminars. Illustrations of aspects of the project are given in 15 figures and an appendix of word-class keys. (AMH)

Advisory Commission for the Study of Public Support for Post-Secondary Education in Maine.

Maine State Advisory Commission for the Study of Public Support for Postsecondary Education, Augusta.
Pub Date May 73
Note-94p.; Report prepared for the 106th Maine Legislature.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Advisory Committees; Eligibility; Federal Legislation; Financial Problems; Financial Support; *Incentive Grants; Need Analysis (Student Financial Aid); *Postsecondary Education; Private Colleges; Public Policy; *State Aid; State Colleges; State Legislation; Student Costs; *Tuition
Identifiers-*Blue Ribbon Commissions; *Maine; State Student Incentive Grants

The Advisory Commission for the Study of Public Support for Postsecondary Education in Maine reviewed the financial problems facing Maine's private higher education institutions and the impact of increasing student costs at Maine's public institutions. The text of the state legislation creating the Commission is presented, along with a summary of the 1972 Amendments to the Higher Education Act, and the text of state legislation relating to public policy on higher education. Among the financial problems identified are a sharp increase in costs to the student, rising tuition for students attending public institutions, and underrepresentation in the University of Maine System of students from low-income families, according to a 1972 analysis. Alternatives to tuition increases include tuition based on need, tuition by level of instruction, and tuition waivers. After reviewing federal aid programs and other methods of providing financial aid, the Commission proposes a new Maine State Student Incentive Grants Program. Provisions of the proposed programs are outlined as follows: eligibility for incentive grants, determination of need, determination of grants, schedule of reductions in grants, initial and continuation grants, and administration of the incentive program. Appended materials include a 1967 report of the Advisory Commission for the Higher Education Study, information on constitutional questions regarding aid to private institutions, facts about enrollment and public support of higher education in Maine, and data on parents' contribution based on family income and family size. (SW)

ED222168 IR010401

Vincent, A. T.

CAL for Blind Students: Some Recent Developments. Microcomputers and Teaching. Computer-Assisted Support for Blind Students, Project Report.

Spons Agency-Nuffield Foundation, London (England).; Open Univ., Walton, Bletchley, Bucks (England).
Pub Date Mar 82
Note-7p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Artificial Speech; *Blindness; *Computer Assisted Instruction; Computer Oriented Programs; Computer Programs; Foreign Countries; Higher Education; *Input Output Devices; Microcomputers; *Undergraduate Students
Identifiers-*Open University (Great Britain)

This report describes a project which commenced in 1980 at the Open University in England, the object of which was to provide blind Open University undergraduate students with home-based computing facilities through the use of low-cost commercially available microcomputers and speech synthesizers. The development of computer programs that incorporate synthetic speech output routines, the configuration of a TRS-80 computer for computer-assisted learning (CAL) that incorporates synthetic speech output, and BASIC programming employing speech output facilities are discussed. Three figures illustrating the hardware configurations for speech output CAL accompany the text. (Author/JL)

ED221671 CE033609

Lamberth, Edwin E.

Professional Competencies Needed and Presently Held by Beginning Teachers of Vocational Agriculture in Tennessee. Research Report Series No. 3.

Tennessee Technological Univ., Cookeville.

Pub Date Aug 82

Note-60p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agricultural Education; *Beginning Teachers; *Educational Needs; Instructional Development; *Job Skills; *Minimum Competencies; Professional Education; Program Development; Program Evaluation; Questionnaires; Secondary Education; Student Organizations; Supervised Farm Practice; Surveys; Teacher Attitudes; Teaching Skills; *Vocational Education

Identifiers-*Tennessee

A study identified and verified the professional education competencies needed and presently held by beginning teachers of vocational agriculture in Tennessee. To obtain these data researchers designed a survey instrument that listed 99 competencies under the following areas: program planning, development, and evaluation; planning of instruction; execution of instruction; evaluation of instruction; advising student vocational organization; and supervising student occupational experience. The 30 beginning teachers who completed the survey rated the level that each competency was held by and needed by beginning teachers. After determining measures of central tendency for both the competency levels needed by and held by beginning teachers, researchers calculated the difference between the two means and, thereby, determined the need for inservice competency-based activities. Ninety-six of the 99 competencies needed by beginning teachers received mean ratings of 3.00 or higher, and 93 of the 99 competencies presently held by the beginning teachers received mean ratings of less than 3.00. Recommendations included calls for incorporating the 96 competencies rated 3.00 or higher into the agricultural education curriculum at Tennessee Technological University and for using the results of the study to design and develop inservice teacher training programs. (The study questionnaire is included.) (MN)

ED221822 CG016260

Kaufman, Susan P.

Unplanned Pregnancy: A Dilemma for College Students.

Pub Date Apr 82

Note-20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abortions; *College Students; *Conflict Resolution; Congruence (Psychology); *Decision Making; Higher Education; Interpersonal Relationship; Moral Issues; *Pregnancy; Sex Differences; *Sexuality; *Student Attitudes

Identifiers-*Premarital Sex

One of the major decisions college men and women face involves sexual behavior. A large proportion of students often choose to engage in premarital sexual activity and although birth control is usually available, unplanned pregnancy is still a threat. Couples (N=295) participated in a study to examine decision-making by unmarried undergraduate couples as they resolved the simulated dilemma of an unplanned pregnancy. The similarity among choices for pregnancy resolution and ratings of considerations were the most striking finding. Among both male and female students, abortion was most commonly selected, followed by marriage, single parenthood, and adoption. Students viewed their interpersonal relationship as having the strongest impact on decision making. Among couples who initially disagreed, discussion with the partner seemed helpful in facilitating agreement. The findings suggest that simulated decision making may be a useful counseling technique. (Author/JAC)

ED221884 CS207224

Johnson, William Clark

Ethics, Literature, Technology: A Writing Intensive, Cross-Disciplinary Course.

Pub Date Oct 82

Note-12p.; Paper presented at the Meeting of the North Idaho Council of English (Coeur d'Alene, ID, October 15-16, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Content; Cultural Awareness; Cultural Education; Ethical Instruction; *Ethics; Higher Education; Instructional Innovation; *Integrated Curriculum; *Literary Criticism; Moral Values; Relevance (Education); *Technology; *Writing Exercises

Identifiers-Free Writing; Journal Writing; Pirsig (Robert); Zen and the Art of Motorcycle Maintenance

Intended for college instructors, this paper describes a course that explores the ways in which technology shapes American life by focusing on the ethical questions that technology raises. The introductory section of the paper includes a description of the course and its objectives. The next two sections contain the assignment sequence and study questions for a sample unit on Robert Pirsig's "Zen and the Art of Motorcycle Maintenance." Section 4 suggests some curricular combinations for thematic, topical, and experimental courses on the same theme. In the fifth section, seed games for freewriting and discussion are presented. The final section provides an extensive annotated bibliography on the theme of technology and culture. (JL)

ED221945 EA015054

Oudkerk Pool, Theo

Curriculum Development in The Netherlands: Implications for Theory and School Practice.

Netherlands Ministry of Education and Sciences, The Hague.

Pub Date Mar 82

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982) as part of Invited Symposium on "Curriculum Theory in Four Countries: A Description and Critique of Emerging Issues."

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education; *Curriculum Development; *Educational Change; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *National Programs; Postsecondary Education; *Professional Autonomy; Public Policy; *School Organization; Teacher Role

Identifiers-*Netherlands; Theory Practice Relationship

The government of the Netherlands is currently rethinking national educational policy on a broad basis, according to this report. In addition to preparing the way for a substantial restructuring of the educational system, from the pre-primary to adult education levels, this national policy overhaul has raised major issues regarding the purposes of education, the nature of the curriculum, and the relationship between the theory of education as a curriculum-based enterprise and the practice of education in the classroom. This document describes the changes being legislated in the Dutch educational system's structure and considers several aspects of the major issues being debated. Primary attention is given to the impact of teacher autonomy and choice of curricular approach on the ability of schools to implement educational change; the benefits and pitfalls inherent in approaching curricular development from either a systemwide, holistic perspective or a school-based, atomistic perspective; and the relative merits of establishing curriculum decisionmaking power at any of several points on a continuum running from the educational expert to the individual student. (PGD)

ED221774 CG016200

Somervill, Christine Z.

Effects of Therapist Self-Disclosure and Age on Elderly Client Disclosure.

Pub Date Sep 80
Note-7p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Counseling; *Age Differences; *Counseling Effectiveness; Counseling Techniques; *Counselor Characteristics; *Counselor Client Relationship; Gerontology; *Older Adults; Therapists
Identifiers-*Self Disclosure

There is a growing recognition of the importance of counseling for the elderly. However, the effectiveness of various therapeutic techniques with a geriatric population has yet to be determined. Age of the therapist as a potential variable affecting self-disclosing behavior was assessed to determine the effect of counselor self-disclosure on client self-disclosure. Subjects were 60 female geriatric patients who viewed 1 of 6 videotapes in which the age of the counselor and amount of self-disclosure was varied. With one exception, the prediction that a subject's self-disclosing behavior would be differentially affected by the therapist's age or the level of self-disclosure was unsupported by the data. Subsequent interviews did reveal, however, that therapist age was significant when the subject was allowed to choose the topic of discussion. The findings suggest that older adults tend to disclose at a higher level when interviewed by a therapist of their relative age.

(Author/JAC)

ED221965 EC143295

State Implementation Grant. Final Report, FY 1981.
Maryland State Dept. of Education, Baltimore. Office of Special Education.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date 30 Nov 81
Note-177p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Agency Cooperation; *Delivery Systems; *Disabilities; *Handicap Identification; Infants; Needs Assessment; Preschool Children; State Programs
Identifiers-Maryland; State Implementation Grant Program

A State Implementation Grant Program (SIG) project coordinated an interagency approach to services for handicapped children, from birth to 3 years of age, in Maryland. A SIG panel was established from representatives of public and private agencies and consumers. The panel first identified existing services for the population (the matrix of services is appended), then noted major problems or issues in providing services (involving child identification, screening, assessment, and training). A symposium on infant services was held, and a needs assessment survey of local schools undertaken. Other activities performed included development of an early childhood concept paper (appended), review of educational materials related to infant services, and efforts to involve other agencies in child find and intervention tasks. Copies of agreements with other agencies are appended. The SIG project resulted in a draft state plan (appended) regarding educational services for handicapped children from birth to age 3 and recommendations for achieving the stated goals and objectives. (CL)

ED221984 EC150052

Terry, Cindy

Home or Hospital Services.

Illinois State Dept. of Education, Springfield. Div. of Specialized Educational Services.

Pub Date Jun 82

Note-23p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role; Elementary Secondary Education; *Homebound; *Hospitalized Children; Hospitals; *Itinerant Teachers; Parent Role; *Program Administration; Special Education; Teacher Role

The manual outlines the role of home or hospital educational service providers working with special education students. Procedures for short term home or hospital instruction are summarized for aspects of referral, notification, program planning, commencement and termination of instruction, student evaluation, and program evaluation. Roles and responsibilities are delineated for the school administrator, the parents, physician, student, home or hospital instructor, and hospital. The bulk of the manual is comprised of six appendixes, including a sample application for services, consent form, and letter to parents. (CL)

ED222101 HE015316

Lester, Jeanette
Report of Senior Survey, 1981. Institutional Research.
Saint Mary's Coll., Notre Dame, IN.
Pub Date 9 Jun 81
Note-25p.; For related documents see HE 015 313 and HE 015 315.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Advising; Academic Aspiration; Affective Objectives; *Church Related Colleges; *College Environment; *College Seniors; Extracurricular Activities; Faculty Advisers; Goal Orientation; Higher Education; Institutional Research; Majors (Students); Religious Factors; Social Life; *Student Attitudes; *Student College Relationship; Student Educational Objectives; Student Experience; Student Teacher Relationship
Identifiers-*Saint Marys College IN

Attitudes of college seniors toward Saint Mary's College were surveyed in 1981. Of the 403 surveys, 175 responses were obtained. The following areas were addressed: choice of major/career, satisfaction with assistance in choosing a major or making educational plans, plans for the future, evaluation of major program, evaluation of programs abroad, academic characteristics, campus climate and support activities, residence hall life, social life, personal contact with faculty, religious vitality, opportunities for volunteer work, extracurricular activities, relation of satisfaction with aspects of the college life to growth, growth toward goals, life objectives, and overall satisfaction with the college experience. Findings include the following: 60 percent of the 1981 seniors indicated that they were satisfied with assistance in choosing a major or making educational plans, while 28 percent did not ask for assistance; 67 percent would have chosen the same major; about 80 percent planned full-time employment and 11 percent planned full-time graduate/professional school for the following year; 51 percent indicated that they were very satisfied with assistance provided by faculty; 21 percent were not satisfied with counseling and advice provided by faculty; 91 percent felt most courses were intellectually challenging; 94 percent thought there was an atmosphere of concern for the person at the college; and growth areas included independence and tolerance and understanding of other people. A comparison is made to findings of 1977 and 1979 surveys. Data on respondent characteristics, survey items and responses, information on majors of respondents, and student comments are appended. (SW)

ED221651 CE030661

West, B. R.

Development of a Statewide Occupational Matrix. Final Report.

Institute for Performance Based Industrial Training, Inc., Indianapolis, IN.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date 30 Sep 81

Note-53p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Electrical Occupations; Electronic Equipment; *Electronics; *Machine Repairers; *Matrices; *Occupational Information; Program Effectiveness; Questionnaires; State Surveys; Statewide Planning; *Television Radio Repairers; Vocational Education

Identifiers-*Indiana

A project was undertaken to develop an occupational matrix in the vocational service area of Industrial Electricity and Electronics. To develop the matrix, researchers administered a mail survey to employers in the following occupational areas: non-electrical machinery, electricity and electronic equipment, miscellaneous repair services, radio and TV repair, electrical and electronic repair shops, armature rewinding shops, and repair services. Respondents were asked to list job titles for their given area of concern, list the number of employees for each job title, and distribute the job titleholders' time across the various work categories. Based on 23 usable responses obtained (a 12.99 percent response rate), researchers constructed separate occupational matrices for the manufacturing categories and for the repair shop and services categories. Because of the small response rate and because of the large number of responses of "non-applicable," it was concluded that the survey population was not representative of the area needing study. Recommendations included calls for further study of the industrial electronics/electricity area and for similar studies in other areas. (The survey and the matrices are included in the report.) (MN)

ED221710 CE033876

Meredith, Vick; Williams, M. Lee

An Analysis of Secretarial Training Needs.

Pub Date Oct 82

Note-23p.; Paper presented at the Texas Speech Communication Association Convention (Houston, TX, October 7-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Demography; *Educational Attitudes; *Educational Needs; Employee Attitudes; Postsecondary Education; *Secretaries; Shorthand; Typewriting

A study was conducted to determine what secretaries perceive their training needs to be, and to determine how those training needs might be related to various demographic variables of the individual secretary. A questionnaire was developed that included the majority of skills that could be taught in a training session for secretaries. Thirty-six university and private industry secretaries ranked the items as being of "no benefit" to "highly beneficial" on a scale of 1 to 4 and also included their experience, tenure, job training, education, age, and job types. It was found that only a few secretaries believed that training in typing or shorthand would be beneficial, probably because these skills are prerequisites for being hired. Training on a word processor was viewed by most as a highly important training need, followed in rankings by interpersonal communication, grammar, and business correspondence. It was also found that secretaries did not want to interrupt their personal time to attend training programs. Several relationships between demographic variables and perceived training needs were found to be negatively correlated. For example, the more education secretaries had, the less they saw a need for training in most of the basic components. Length of experience was found to be negatively correlated with perceived training needs for dictaphone machine or copying equipment. It was recommended that a larger and more diverse sample of secretaries be used in further studies of secretaries' training needs. (KC)

ED221751 CE033952

Kay, Evelyn R.

Participation in Adult Education 1981.

National Center for Education Statistics (ED), Washington, DC.

Report No-NCES-82-335

Pub Date Jul 82

Note-43p.; Appendices may not reproduce well due to small type in tables.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education; Age; Educational Attainment; Employment Level; Enrollment; *Enrollment Trends; Ethnic Distribution; Geographic Distribution; Income; National Surveys; *Participant Characteristics; Questionnaires; Race; Sex; *Student Educational Objectives; *Student Participation

Identifiers-*Current Population Survey

This report consists of data describing participation in adult education in 1981. Estimates in the report are based on supplementary questions in the May 1981 Current Population Survey conducted and tabulated for the National Center for Education Statistics by the Bureau of the Census. Examined first are the following characteristics of participants in adult education: age and sex, race/ethnic groups, level of education, annual family income, geographic area, labor force status, and occupation of employed participants. Following a description of the types of courses taken by participants in adult education, data are presented concerning reasons for taking courses, providers of instruction, and major sources of funding. Appended to the report are 10 tables; technical notes concerning the sample design, estimating methods, and reliability of data; and a copy of the survey instrument. (MN)

ED221798 CG016224

Kraetzer, Ann V.; Schofield, Rodney G.

School Social Work Services Evaluability Assessment.

Pub Date Mar 82

Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accountability; *Delivery Systems; Elementary Secondary Education; *Evaluation Methods; *Organizational Objectives; Program Descriptions; *Program Evaluation; Pupil Personnel Services; Role Perception; *School Social Workers; Social Work; Special Education; Student Adjustment

Identifiers-*Evaluability Assessment

As preventative and remediative activities in the human services are impacted by reduced funding, the worth of such activities is increasingly questioned. A metropolitan school district School Social Work Department recently initiated an evaluability assessment to focus on an extensive process in which social work staff and school administrators defined program goals and objectives and the measures with which to evaluate their attainment. The first section, Context of the Assessment, describes how the request for an evaluation led into an evaluability assessment. The program model, developed to depict the desired outcome of social work services, is presented in the second section; the third section deals with special education. Section 4 lists evaluation options, and priorities for study are described in Section 5. Numerous tables and figures are provided to illustrate the evaluation study procedures. (JAC)

ED221906 CS503986

Brunner, Claire C.; Jones, Tricia S.

The Effects of Self-Disclosure and Sex on Perceptions of Interpersonal Communication Competence.

Pub Date 82
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students; *Communication Research; *Disclosure; Females; Higher Education; *Interpersonal Communication; Males; *Sex Differences; *Student Attitudes
Identifiers-*Self Disclosure

A study examined the effects of level of self-disclosure, sex of discloser, and sex of observer on perceptions of interpersonal communication competence. Subjects were 165 undergraduate college students who listened to audiotapes of three different versions of a fictitious conversation between two people given the androgynous names of Pat and Chris. In each tape, Pat was the discloser and Chris the target. Three of the tapes were made by female confederates and three by males. In the first version of the tape, the discloser answered the target's questions in a straight forward manner using a low level of self-disclosure; in the second, the discloser answered at a medium level of self-disclosure, revealing personal information to the target. After hearing the tapes, the subjects were given two copies of a communication competence instrument and were asked to rate their perceptions of the communication behavior of the discloser and of the target. Results indicated that observers' perceptions of interpersonal communication competence were significantly affected by the discloser's sex and level of self-disclosure, with female disclosers perceived as more competent and more supportive than male disclosers. (FL)

ED222020 EC150088

Pointer, W. Donald; Kravitz, Marjorie

The Handicapped Offender: A Selected Bibliography.

National Criminal Justice Reference Service, Rockville, Md.

Spons Agency-Department of Justice, Washington, D.C. National Inst. of Justice.

Pub Date Dec 81

Contract No-J-LEAA-013-81

Note-79p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adults; Civil Rights; *Correctional Institutions; *Criminal Law; *Criminals; Deinstitutionalization (of Disabled); *Delivery Systems; *Disabilities; *Handicap Identification

The bibliography on handicapped adult offenders covers all aspects of the criminal justice process--arrest, pretrial evaluation, determination of competency to stand trial, civil vs. criminal proceedings, and community and institutional treatment. An introduction discusses the number of offenders who are mentally retarded or physically handicapped; the personal, legal, and civil rights of offenders; judicial intervention; victimization of handicapped offenders; and alternative programs. One hundred and eighty-two citations are divided into the following categories: the problem (special needs and problems of handicapped offenders); recognition and classification of the handicapped; the link between disability and crime (research studies of epilepsy, chromosomal abnormalities, mental illness, mental retardation, and other development disorders that are suspected of disposing individuals to criminal acts); programs and services; personal/civil rights (covering the issues of commitment, treatment, safety, criminal responsibility, competency to stand trial, and other legal problems); deinstitutionalization (service integration models, employment services, discrimination, and other aspects of deinstitutionalization); and reference materials (bibliographies and directories). Each entry contains the author, title, source, publication date, National Criminal Justice Reference Service number, an abstract, supplemental notes, and availability information. Entries are listed alphabetically by author within subject areas and are indexed by subject, author, and title. Information for obtaining the documents is given. (SW)

ED222039 FL013143

Hellgren, Paul

Communicative Proficiency in a Foreign Language, and its Evaluation: An Analysis of the Concept and an Experiment With Oral Proficiency. Research Report 2.

Helsinki Univ., (Finland). Dept. of Teacher Education.
Report No-ISBN-951-45-2611-2
Pub Date 82
Note-182p.; Ph. D. Dissertation, University of Helsinki, Finland.
EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Communicative Competence (Languages); *Language Processing; Language Research; *Language Tests; Listening Comprehension; Psycholinguistics; Reading Skills; *Second Language Learning; Sociolinguistics; *Speech Communication; *Writing Skills

A study is presented which attempts to clarify the notion of communicative proficiency in a foreign language and which outlines an instructional model that incorporates the insights of the study. Communicative proficiency is defined as fluent mastery of the foreign language in different contexts. The definition was operationalized into discourse processing by means of an instructional model to guide teaching, choice of contents, and evaluation. An account is given of how the instructional model was used to develop a model for evaluating communicative proficiency in a foreign language. Discourse processing as a bidirectional interpreting skill is seen in terms of oral proficiency as a function of speaking and listening, and written proficiency as a function of writing and reading. A simulation of the instructional model is employed in a form in which oral proficiency is rated by written products and written proficiency by oral products. In other words, a hypothesis is made of a unitary structure of English proficiency. This hypothesis was tested by a communicative test given to third-form students in 10 senior secondary schools in Finland. The test required oral and written responses to questions about the contents of an interview heard on tape. Analysis of results showed the test to be a reliable instrument with the asset of simplicity and ease of administration. (Author/AMH)

Nettelbladt, Ulrika
On Phonotactic and Prosodic Development in Normal and Language Disordered Swedish Children.
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date 82
Note-6p.; In its: Papers and Reports on Child Language Development, Number 21, p125-129.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language; Intonation; *Language Acquisition; Language Handicaps; Models; *Phonology; Speech Skills; Stress (Phonology); *Suprasegmentals; Swedish; Syllables; Young Children
Identifiers-Sweden

A model of early phonotactic and prosodic development in Swedish children is described. Although the model is based on data about the phonology of language disordered children, it is valid for normal development and useful for diagnosis of phonological impairment. Data included a cross-sectional study of 31 language disordered children aged 4 to 8 years old, a longitudinal study of 10 of these children over a 2 to 4 year period, and a longitudinal study of 1 normal child. The model divides early phonological development into four stages characterized by criteria related to intonation patterns, canonical word forms, syllabic shapes, stress patterns, accent patterns, vowel length distinction, and diphthongization. The four stages cover the ages 10 months to 6 years. These ages refer to the normal child, while the severely language disordered child may take 2 or 3 years for each stage. The model shows that children gradually loosen their constraints on word and syllable forms in a predictable manner. Implicational relationships between aspects of phonotactic and prosodic development are also suggested by the model. A chart of the model and references are appended. (RW)

ED222081 FL013263

Rubin, Joan

Spanish Language Planning in the United States. Professional Papers RU-1.

National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Oct 81

Note-27p.; Keynote address at the Conference on "El Espanol en Los Estados Unidos" (Chicago, IL, October 3, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingualism; Civil Rights; Federal Regulation; *Hispanic Americans; Interpreters; *Language Planning; Language Usage; Official Languages; Public Policy; *Spanish; *Spanish Speaking

Spanish language planning needs and efforts in the public domains of health, law, work, media and communication, citizenship, social welfare, and education are described. For each of these domains, communication inadequacies, planning authorities, plans for alleviating inadequacies, and efforts at implementation of plans are identified. Perceived language inadequacies in the provision of services to the Spanish-speaking community have been addressed by a wide range of interacting planning authorities. Federal language planning activities are most often in the form of court decisions followed up by laws or regulations. Legal claims based on language discrimination must be backed up by a demonstration that substantial rights are diminished by lack of bilingual services. Other language planning activities include publication of textbooks to teach Spanish to personnel who serve Spanish speakers, bilingual signs and other information sources, and the training and use of interpreters. It is concluded that the most effective plans specify who is to implement the plan, who is to monitor the process, and what guidelines are to be used. Lack of definition and specification leads to disjointed implementation efforts. (RW)

ED222169 IR010402

Ragosta, Marjorie; And Others

Computer-Assisted Instruction and Compensatory Education: The ETS/LAUSD Study. The Final Report.

Educational Testing Service, Princeton, N.J.
Spons Agency-National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
Pub Date Apr 82
Contract No-400-78-0065
Note-566p.
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-*Academic Achievement; *Compensatory Education; *Computer Assisted Instruction; Computer Oriented Programs; Cost Effectiveness; Costs; Drills (Practice); Elementary Education; *Elementary School Students; Language Arts; Longitudinal Studies; Mathematics Instruction; Outcomes of Education; *Program Effectiveness; Reading Instruction; Statistical Analysis; Student Attitudes
Identifiers-Los Angeles County Schools CA

This report describes and discusses the results of a 5-year program evaluating the effectiveness of computer-assisted instruction (CAI) for compensatory education of elementary school students. The report comprises seven parts: (1) an overview of the final report, in which project background, methodology, findings, and implications are summarized; (2) a descriptive study of CAI in compensatory education, in which the setting for the project, the acquisition and operation of the CAI systems, and various perspectives on CAI are discussed; (3) a description of the CAI curricula employed during the project, including accounts of the mathematics, reading, and language arts curricula, student time on computers, and student progress in CAI curricula; (4) an analysis of the effectiveness of CAI, in which research design and methodology, 1-year experimental studies, longitudinal studies, and treatment effects are discussed; (5) a descriptive review of longitudinal patterns of student attitudes toward the CAI curriculum; (6) an assessment of CAI as an instructional medium in the Los Angeles County Unified School District setting; and (7) an evaluation of the costs of CAI and a meta-cost-effectiveness analysis of educational intervention. (JL)

ED222190 IR010425

Pitts, Marcella R., Ed.

A Bright Promise but a Dim Future. Researchers Examine Potential of Educational Technology.

Council for Educational Development and Research, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Jun 81

Note-76p.; Proceedings of a Cooperative School Improvement Program Seminar (Washington, DC, June 1-3, 1981).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Computer Literacy; *Computer Managed Instruction; Educational Media; Educational Research; *Educational Technology; *Futures (of Society); Government Role; *Instructional Innovation; Learning Theories; Man Machine Systems; *Research and Development Centers; Schools; *Technological Advancement; Use Studies

Concerns about the current educational technology movement are discussed in these four papers which were presented during a seminar of 20 representatives from 10 Council for Educational Development and Research (CEDaR) member institutions. The first by Marcella Pitts and E. Joseph Schneider provides an overview of the educational technology movement and discusses current use of and interest in technology in schools. The paper distinguishes differences between educational technology and technological gadgetry, cautioning against indiscriminate use of technological hardware without instructional expertise. The second paper by Alan M. Lesgold focuses on ways basic instructional principles derived from education and psychology can be applied to computer-based instruction. Three seminar themes are highlighted in the third paper by Richard E. Schutz: (1) the capability for CEDaR member institutions to advance educational technology and school improvement through programmatic research and development; (2) the possibility for CEDaR institutions to combine their expertise to explore instructional applications of technology; and (3) the problems of injudicious application of technology to educational problems. The final paper presents the views of a panel of experts, who comment on the services that research and development organizations can provide to schools and make specific recommendations about technology-related research issues. Each paper begins with a short summary, and references are listed for the first and third papers. (LMM)

ED221691 CE033766

Honig, Jan; Jonas, Judy

Comprehensive Vocational Program for Deaf Adults. Final Report, 1981-1982.

Fair Lawn Community School, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date 82
Note-35p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accessibility (for Disabled); Adults; Career Counseling; *Deafness; Employment Interviews; Employment Programs; *Evaluation Methods; *Job Placement; Job Training; *Measurement Techniques; Occupational Tests; Program Development; *Program Effectiveness; Program Implementation; *Vocational Aptitude; Vocational Rehabilitation
Identifiers-New Jersey

The Vocational Assessment Project for the Deaf tested the vocational interests, skills, and abilities of deaf adults in New Jersey so that accurate recommendations for vocational training and employment could be made. The work samples and psychometric tests, while similar to those used for the adult population at large, were specifically chosen and purchased for use with the adult deaf since they do not rely on hearing. The tests were administered by a skilled evaluator, fluent in sign language. This project has served as a vocational assessment model for the state, evaluating 51 clients from six counties. An additional 15 persons were assisted in training, retraining, or employment pursuits. This project has provided an important link in service delivery for deaf adults as shown by the variety of referrals from community agencies, with more than 60 percent of the clients referred by the Division of Vocational Rehabilitation. The second focus of the project was to do job counseling and job placement services for those deaf adults who were considered ready to work or to enter training programs. Clients were assisted in telephone contacts with potential employers, and a staff member acted as interpreter during job interviews and initial job placement. This process resulted in the successful placement of 75 percent of the clients in either training programs or actual employment. This one-on-one personalized follow-through and assistance, to a person with communication barriers, is often the necessary feature that makes the difference between employment and unemployment. (Author/KC)

Pribyl, Paul F.

Forcible Entry Fire Service Certification Series. Unit FSCS-FF-12-80.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.
Pub Date 80
Note-108p.; For rleated documents, see CE 033 897-915.
Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavioral Objectives; Course Descriptions; *Equipment Utilization; *Fire Fighters; Fire Protection; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; Teaching Guides; Units of Study
Identifiers-*Forcible Entry; Wisconsin

This training unit on forcible entry is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 8-hour unit is to familiarize the fire fighter with the appropriate times for using forcible entry, the methods used to accomplish the job, and the proper use of forcible entry tools. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other content in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221842 CS006837

Armbruster, Bonnie B.; Anderson, Thomas H.

Idea-Mapping: The Technique and Its Use in the Classroom or Simulating the "Ups" and "Downs" of Reading Comprehension. Reading Education Report No. 36.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Oct 82

Contract No-400-76-0116

Note-53p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Content Area Reading; *Diagrams; Elementary Secondary Education; Learning Theories; *Reading Comprehension; *Reading Instruction; Reading Research; Relationship; *Structural Analysis (Linguistics); Teaching Methods; *Textbook Content

Identifiers-*Idea Mapping; *Reading Strategies

Idea-mapping (i-mapping), a way of representing ideas from a text in the form of a diagram, is defined and illustrated in this document as a way to help students "see" how the ideas they read are linked to each other. The first portion of the document discusses the fundamental relationships found in texts (A is a characteristic of B, A causes B) and how symbols are used in i-mapping to represent these relationships. This section also illustrates how an i-map succinctly represents the structure of a text, such as description, comparison and contrast, or definition and characteristics. The idea of frames and their corresponding frame i-maps are introduced as a way of representing repeating patterns of information in particular content areas: static frames capture the information associated with the general concepts of a subject matter area while dynamic frames represent repeated patterns of behavior or sequences of actions. The second section of the document discusses why i-mapping might be a useful instructional technique in reading as well as how teachers might implement the technique in the classroom. Several tables illustrating i-mapping are included, and appendixes contain three texts which the example i-maps represent. (HTH)

ED221863 CS207175

Knop, Anne; Seltzer, Madeline

Core Program Resuscitation for Liberal Arts.

Pub Date 1 Oct 82

Note-25p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Core Curriculum; Education Work Relationship; *Experimental Curriculum; *Humanistic Education; Humanities; *Interdisciplinary Approach; *Liberal Arts; Literary Criticism; Literature Appreciation; Philosophy; Two Year Colleges; Values Education; Writing Instruction

A course entitled "In Another Country: Perspectives on Human Values" is being initiated in Manor Junior College (Pennsylvania) in an attempt to revitalize liberal arts offerings while making them relevant to career oriented students. Satisfying composition and philosophy requirements, this experimental six credit course will be offered to allied health care and business students to help them utilize writing, philosophical inquiry, and literature to explore the processes human beings must undergo to make responsible choices. The first unit of the course, "Efficiency," reflects the values of the students who are going to take it. The second unit, "Alienation and Invisibility," examines the implication of a value system that stresses efficiency through the study of literature and philosophy. The next unit, "Death: Loss, Limit, and Vulnerability," explores the way in which alienated individuals try to cope with death. The final unit, "Hope and Choosing," stresses the vast range of choices that exist on the continuum between freedom and determinism. (Detailed lesson plans and model exercises are included.) (JL)

ED221885 CS207226

Crismore, Avon

The Composing Process: A Critical Review of Some Recent Studies.

Pub Date [79]

Note-69p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Epistemology; *Learning Theories; Literature Reviews; Research Methodology; State of the Art Reviews; *Writing Processes; *Writing Research

Six of the 10 existing research studies that attempt to characterize the composing process by examining certain components and behaviors are critically reviewed in this paper. For each study, the aims and data gathering and sampling procedures are described, and the findings, interpretations, design, and rationale of the research are critically appraised and related to cognitive processing theory. The six studies reviewed are (1) Janet Emig's "The Composing Processes of Twelfth Graders," (2) Sondra Perl's "Five Writers Writing: Case Studies of the Composing Processes of Unskilled College Writers," (3) Linda Flower and John Hayes's "The Cognition of Discovery: Defining a Rhetorical Problem," (4) Donald Graves's "An Examination of the Writing Processes of Seven-Year-Old Children, (5) Charles Stallard's "An Analysis of the Writing Behavior of Good Student Writers," and (6) Sharon Pianko's "A Description of the Composing Processes of College Freshmen Writers." The paper concludes that these largely naturalistic preexperimental case studies need to be used as the basis for further, more formal experimental research. (JL)

ED221985 EC150053

Plog, Michael, Ed.

Handbook for Evaluation of Special Education Effectiveness.

Illinois State Dept. of Education, Springfield. Div. of Specialized Educational Services.

Pub Date Jul 82

Note-110p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Decision Making; *Disabilities; Elementary Secondary Education; *Evaluation Methods; Needs Assessment; *Program Administration; *Program Evaluation; Special Education

The handbook is designed for school administrators interested in evaluating their special education program. It contains information about techniques which may be used to gather evaluation data about programs, including goals attainment scaling, goal free evaluation, the Q-sort Technique, comparison of educational plans and service delivery, cost analysis, needs assessment, and historical documentation. An introductory chapter reviews questions to consider when selecting an evaluator and drawing up an evaluation contract. Considerations in the appropriate use of evaluation information are identified, and two purposes of evaluation data are discussed: to provide a systematic clarification of the functioning of a program and to provide information for assessing merit and making decisions. A final chapter presents an example of a special education evaluation. Thirty-three references are listed in an appendix for further reading. (CL)

ED222118 HE015518

Macaranas, Natividad

A Creative Approach to Teaching.

Spons Agency-Eastern New Mexico Univ., Portales.

Pub Date 82

Note-12p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Albuquerque, NM, April 28-May 1, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Instruction; *Creativity; Creativity Tests; Higher Education; Instructional Innovation; Learning Activities; *Personality Theories; *Problem Solving; Psychology; Student Development; Student Participation; *Teaching Methods

Identifiers-Eastern New Mexico University; Torrance Tests of Creative Thinking

An innovative teaching method used in a theories of personality class at Eastern New Mexico University is described. The objectives of this method were to foster growth in creativity among students by involving them in creative activities or experiential sessions and to test for improvement in student creativity scores. The following procedure was followed: a pretest using Form A, Verbal, Torrance Test of Creative Thinking (TTCT); application of the Creative Thinking and Problem-Solving Method; and a post-test using Form B, TTCT. The Creative Thinking and Problem-Solving Method consists of the following techniques: activities, creative diagrams, presentation of theories, films and one-page reactions, outlines and alternative constructs, presentations of creative productions, and developing and presenting the students' own theories of personality. Each of the nine activities consisted of descriptions or definitions of the concept used (e.g., brainstorming), instructions for performing the activity, and discussion of issues related to the concept. Students were asked to diagram their perceptions of the personality theory under study. A team of two or three students presented a theory from the textbook in as creative a manner as possible, and each gave a description of a creative product produced outside of the class. On the TTCT, it was found that a change in originality occurred for the students, but flexibility and fluency measures did not change. It is concluded that not enough exercises in rapidly producing solutions and finding divergent solution ideas for a problem were included in the creative activities. However, it is suggested that the objectives of fostering and experiencing creativity were met. (SW)

ED222135 HE015547

Higher Education Panel Commission on the Future of Education in Delaware. Final Report.

Delaware State Commission on the Future of Education, Dover.
Pub Date 6 Dec 77
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Organization; Adult Education; *Advisory Committees; Articulation (Education); Budgeting; Data Collection; Governance; Information Systems; Money Management; Needs Assessment; *Postsecondary Education; Power Structure; Recordkeeping; State Agencies; *State Boards of Education; *Statewide Planning
Identifiers-*Blue Ribbon Commissions; *Delaware

The higher education panel of the Commission on the Future of Education in Delaware was charged by the governor with three major reviewing tasks: (1) the status of state-level educational administration to determine how well it can meet needs at that time and in the future; (2) the method used to determine postsecondary funding levels and introduction of new and continuing degree programs; and (3) the way in which Delaware meets its citizens' education needs and how to expand that outreach. The commission recommended that: functions concerning postsecondary education be consolidated under a proposed coordinating board rather than remain segmented; the Technical and Community College be allowed to retain tuition receipts as the other two institutions do; all institutions use the same budget format; no additional cabinet-form administration for postsecondary education be created; adult basic education be a responsibility of the coordinating board; and state and institutional data collection be standardized and done regularly. (MSE)

ED222152 HE015595

Rumble, Greville

Costa Rica's Universidad Estatal a Distancia: A Case Study. DERG Papers, Number 4.

Open Univ., Walton, Bletchley (England). Distance Education Research Group.

Pub Date Nov 81

Note-51p.

Available from-Distance Education Research Group, The Open University, Walton Hall, (Rm. Q229 M Block), MK7 6AA, United Kingdom (1.50 pounds Brit., including postage).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education; *Adult Students; Case Studies; College Curriculum; College Students; Curriculum Design; Economically Disadvantaged; *Extension Education; *Foreign Countries; Governance; Higher Education; Instructional Materials; Low Income Groups; Open Universities; Student Characteristics

Identifiers-*Costa Rica; Distance Education; *Universidad Estatal a Distancia (Costa Rica)

Costa Rica's Universidad Estatal a Distancia (UNED), the education system in the country, and information on Costa Rica are considered. UNED is helping to equalize geographical inequalities of access to higher education. Overall, UNED's academic programs have been aimed at those who want to obtain professional qualifications. In the first semester 1979, 75.4 percent of UNED's employed students came from the professional, administrative, and managerial classes. Data suggest that UNED is not providing increased educational opportunities for the economically deprived. Although the direct cost of studying at UNED is less than that of the other universities, the lack of grants available to UNED students effectively bars the poorer members of society from pursuing a degree course with the university. The university initially concentrated on the development of a series of professionally oriented degree and diploma programs and also developed extension studies programs and a free studies program. More recently, UNED has begun to develop a secondary school (bachillerato) program that will entail distance education. Information is also provided on: the course structure, media and methods, course design, student support services, student evaluation, quality of teaching materials, student attrition, UNED's organizational and governance structure, costs, and school and higher education systems in Costa Rica. The country's physical setting, population and economy, communications, and people are described. (SW)

ED221672 CE033613

Bhola, H. S.

Evaluation Planning of Post-Literacy Programs.

Pub Date Sep 82

Note-30p.; Presented at the National Seminar on Strategies for Post-Literacy, Follow-up and Continuing Education in Rural and Urban Context (Hyderabad, India, September 24-30, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administration; Adult Education; *Adult Reading Programs; Adults; Continuing Education; *Information Dissemination; *Planning; Program Development; *Program Evaluation; Social Development; Socialization

Identifiers-*India; *Post Literacy Programs

A model for evaluation planning of post-literacy programs involves listing possible evaluation needs, administration of evaluation, and dissemination of evaluation results for utilization by all potential users. Questions that should be pursued in evaluating post-literacy can be divided into these categories: (1) questions at the interface regarding literacy programs, literates, and aspirations of illiterate and new literate; (2) questions on literacy retention; (3) questions on second chance education programs; (4) questions on the systemic integration theme (social integration of new literates); and (5) questions on the socialization of individuals by post-literacy programs. Those working with post-literacy programs should choose questions from these lists to meet their priority needs. The tasks in the administration of evaluation include the development of an evaluation system; linkage of this system with the program system as well as with outside support institutions; recruitment and training of evaluators; resource generation and allocation; and provision of logistical support, quality control, and time budgeting of the enterprise. The information collected must then be synthesized. From the syntheses of the evaluative information can be drawn practical operational conclusions that should be disseminated throughout the system among evaluators and program specialists. (YLB)

ED221775 CG016201

Contee, Jerome A., Ed.
Academic Linkage and Credentialing. Drug Program Report.
HCS, Inc., Potomac, Md.
Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No-DHHS-ADM-82-1211
Pub Date 82
Contract No-271-80-4807
Note-34p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Counselor Certification; Counselor Educators; *Counselors; *Counselor Training; Credentials; *Drug Rehabilitation; Higher Education; *Inservice Education; *Intercollegiate Cooperation; *Professional Development; Program Descriptions; Program Design; Rehabilitation Counseling; State Standards
Identifiers-*Academic Linkage

This report describes several examples of successful academic linkages between state training offices and postsecondary institutions that result in enhanced professional development opportunities for drug abuse workers. The role of federal and state governments in drug abuse training is discussed along with several articles that are designed to assist state training officials in negotiating collaborative agreements with colleges and universities. In addition to discussing these issues, the materials outline practical steps for successful negotiations. Several specific programs are described and reciprocity among state credentialing systems is reviewed. (JAC)

ED221823 CS006585

Alvermann, Donna E.; Ratekin, Ned H.

Metacognitive Knowledge about Reading Proficiency: Its Relation to Study Strategies and Task Demands.

Pub Date Mar 82
Note-21p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Essay Tests; Grade 7; Grade 8; Junior High Schools; Learning Theories; *Metacognition; Multiple Choice Tests; *Performance; Predictive Measurement; *Reading Research; *Reading Tests; Self Concept; *Self Evaluation (Individuals)
Identifiers-*Reading Strategies

Working on the assumptions that person, strategy, and task are essential metacognitive variables for explaining effective learning and that a reader's metacognitive knowledge about his or her strengths and limitations necessarily influences the types of strategies applied to different tasks, investigators studied the degree to which seventh and eighth grade readers could predict their level of proficiency in dealing with different task demands. Specifically, 98 seventh and eighth grade students were given a questionnaire developed to ascertain students' perceptions of their ability to complete essay and multiple-choice tests. Subjects then read one of two folk tales, took the appropriate test, retrospectively reported on the strategies they used, and freely recalled the folk tale read. Results indicated that when the scores on the essay and free recall measures were adjusted for prior reading achievement, the self-perceived high proficiency group performed significantly better than the self-perceived low proficiency group. There was also some evidence to suggest that students' perceptions of proficiency affected their choice of strategic activity. Namely, students who perceived themselves as having low proficiency in dealing with the criterial tasks reported "reading carefully/slowly" significantly more often than those who perceived themselves as having high proficiency. Finally, an analysis of the effect of criterial task on strategy selection revealed that students who read and studied for an essay test "reread" more frequently than students who prepared for a multiple-choice test. (HOD)

ED221926 EA014998

Manno, Bruno V.

Private School Enrollment Trends: The Catholic Sector.

Pub Date Mar 82
Note-7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Catholic Schools; *Databases; *Data Collection; Directories; Elementary Secondary Education; *Enrollment Trends; Financial Support; *Private Schools; School Personnel; School Statistics
Identifiers-*National Catholic Educational Association

During the past 10 years of collecting school data, the National Catholic Educational Association (NCEA) has received a 100 percent response rate from member schools, according to this overview of enrollment trends and statistics reporting in Catholic schools. The data are compiled into a yearly directory, "Catholic Schools in America," that, in addition to individual school information, displays (1) Catholic school statistics alphabetically by state; (2) archdioceses/dioceses ranked by number of students; (3) states ranked by number of students; (4) number of schools, students, and lay and religious full-time teaching staff; and (5) a complete list of Catholic school superintendents. An introduction to the directory analyzes this data and financial data on the schools as well. Turning to enrollment trends, this overview notes that in every year from 1976 to 1980 Catholic schools have enrolled 6.7 percent of the total number of public and nonpublic school children in the U.S. Enrollment trends in Catholic schools show an increase in minority and non-Catholic students and, regionally, an increase in the Southwest and West. Projections by the National Center for Education Statistics show enrollment in nonpublic schools will increase from 11 percent in 1982 to 12 percent in 1989. The Catholic percentage of the total public/nonpublic market has been stable and, from an enrollment perspective, Catholic schools are holding their own. (Author/MLF)

ED221966 EC143296

In Retrospect, 1980-81: Special Education Research. Special Education Research and Evaluation.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Pub Date Dec 81

Note-236p.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Disabilities; Elementary Secondary Education; Emotional Disturbances; *Exceptional Child Research; Infants; Longitudinal Studies; Management Information Systems; Preschool Education; *Program Effectiveness; *Program Evaluation; *Special Education; Student Evaluation; Transitional Programs

Identifiers-*Dallas Independent School District TX; Education for All Handicapped Children Act; Project KIDS; Project SEED

The manual presents a composite of final reports of seven special education research and evaluation studies undertaken by the Dallas Independent School District in 1980-81. Each report contains information on program objectives, sampling, design, and outcomes. Topics covered include the development of a special education computerized information system; a context evaluation of the 1980-1982 special education program; a program review of selected provisions of Public Law 94-142 (the Education for All Handicapped Children Act); special education student participation in system wide testing; evaluation of the Structured Environment for the Emotionally Disturbed (SEED) project; process evaluation of the 1980-1981 Project KIDS (Kindling Individual Development Systems) outreach, a home to school transition program for families of handicapped infants, toddlers, and preschoolers; and longitudinal evaluation of education for handicapped infants. (CL)

ED222004 EC150072

Cooper, Joy Hicks

An Early Childhood Special Education Primer.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-TADScript-1

Pub Date 81

Contract No-300-80-0752

Note-26p.; For related documents, see EC 150 073-077.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Definitions; *Delivery Systems; *Disabilities; Federal Aid; *Federal Legislation; *Federal Programs; *Intervention; Preschool Education

Intended for state education agencies and State Implementation Grant directors and coordinators, the booklet provides basic information on providing educational services to preschool handicapped children. Major premises include the following: the effectiveness of early education of handicapped children is supported by research; and early childhood special education can be viewed not only as a remedial effort, but also as a preventative measure that may eliminate the need for long-term remedial assistance. Handicaps for which help is available through current federal funds are listed and include deaf, deaf/blind, mentally retarded, hard of hearing, multihandicapped, orthopedically impaired, other health impaired, seriously emotionally disturbed, specific learning disabled, speech impaired, and visually handicapped. It is reported that services paid for by the federal government are delivered to the public through center based, home based, combination home and center based, and hospital based methods. Characteristics of successful programs are identified and include individualized education programs, parent involvement, ongoing training for staff and parents, a sound theoretical base, clearly stated philosophy and goals, and identification and intervention activities that occur as early as possible. Tables with information on various resources, such as HCEEP (Handicapped Children's Early Education Program) organizations and information services, are offered. A bibliography completes the booklet. (SW)

ED221752 CE033954

Rossman, Mark H.; Eldredge, Stephen

Needed Functions, Knowledge, and Skills for Hospital Education Directors in the 1980's: A Delphi Study.

Pub Date [82]

Note-21p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Qualifications; Administrator Role; *Allied Health Occupations Education; Delphi Technique; *Educational Administration; *Educational Needs; Futures (of Society); *Hospitals; *Job Skills; Needs Assessment; Questionnaires; Surveys

Identifiers-*Hospital Education Directors

A study indentified and ranked the 10 highest rated functions, 10 highest rated areas of knowledge, and 9 highest rated skills needed by hospital education directors in the 1980's. In addition, designers of the study sought to determine the learning approaches that are most appropriate in obtaining the identified knowledge and skills. Using a modified Delphi technique, researchers administered four questionnaires to 127 members of the American Society of Health, Manpower, Education, and Training. Based on the responses to the questionnaires, researchers offered the following suggestions: (1) Hospital education directors should prepare now for the many technological changes that will affect the role of the educator or the education department. (2) Particularly needed by the directors are competence in diplomacy; skills to integrate the educational and institutional goals of the hospital; and knowledge of institutional, attitudinal, and behavioral change processes. (3) Training approaches designed to teach the recommended knowledge and skills should be practical, involve internships and other on-the-job experiences, and stress human relations skills as well as individual and group counseling techniques. Appended to the report are the survey instruments and responses. (MN)

ED221799 CG016225

Frankenberger, William

Behavior Analysis: A Student's Guide.

Pub Date [80]

Note-24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Science Research; *Behavior Change; *Behavior Modification; *Change Strategies; College Students; Contingency Management; Data Collection; Extinction (Psychology); Higher Education; *Motivation Techniques; *Operant Conditioning; *Reinforcement; Timeout

Identifiers-*Behavior Analysis

This paper provides students with a brief outline of behavioral principles and behavior change techniques, and describes various means of behavior change including operant conditioning. Methods discussed include reinforcement, extinction, punishment, response cost, time-out, overcorrection, training, and data collection for taking a baseline. Prompting techniques are also described. The paper discusses in detail the advantages and disadvantages of various behavioral techniques. A behavior management plan is outlined, and applied behavior analysis research designs are discussed, including the reverse design and the multiple baseline techniques. (JAC)

ED221907 CS503988

Howell, William S.

Corporate Models for Handling International Business.

Pub Date Nov 82
Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Change; Behavior Change; *Business; Business Skills; *Cultural Awareness; Cultural Differences; *Intercultural Communication; Models; *Organizational Communication; *Program Development
Identifiers-*Multinational Corporations

As one views the interface of American and other cultures in international business, the first and most vivid impression is a lack of awareness of cultural differences. Persons are assigned to foreign duty with little if any briefing about the culture they will enter. Two approaches to improving the handling of international business are exemplified by the programs of two existing multinational corporations. The first company opted for a bicultural, selective, heavily experiential program aimed at an integrated changing of behaviors. The second company completed an extensive corporate needs assessment which led to the decision to opt for cultural awareness rather than behavioral change. Planners of any corporate intercultural program must address five issues: (1) program goal of behavioral change or increased cultural awareness, (2) culture-general or culture-specific emphasis, (3) on-site or home office location, (4) comprehensive or selective initial effort, and (5) centralized or decentralized project manager. Since no one model will fit all organizations, there are several operation requirements for a successful, intercultural program in any corporation: flexibility to meet the needs of each department creatively; an open system that permits access to resources outside the corporate offices; and status, authority, and power, in the form of upper level support. (HTH)

ED221946 EA015056

The Administrative Use of Microcomputers. Technical Report.
Alabama Univ., University. Coll. of Education.
Pub Date Aug 82
Note-15p.; Computer graphics may reproduce poorly. Prepared by the Alabama Center for Evaluation.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computer Oriented Programs; Educational Administration; Elementary Secondary Education; Equipment Evaluation; Equipment Utilization; *Evaluation Criteria; *Microcomputers; Planning; *Purchasing; School Administration; Staff Development
Identifiers-Atlanta South Metro Psychoeducational Center GA

Citing the growing interest in using microcomputers as an aid in educational administration, this report discusses factors that must be considered when purchasing a computer and describes an actual case of computer implementation for administrative purposes. The first steps in the purchasing process are to assess and to prioritize the administrative uses for the computer, to ensure purchase of an effective system, and to regulate its implementation. Costs to be considered when selecting a system include not only those for hardware and software, but also those for training the staff, obtaining incidental equipment, maintaining service contracts, and providing suitable operating space. The potential utility of the system must be weighed against any obstacles to easy implementation of the system, including possible staff resistance. Software selection should involve evaluation of alternative programs and of the expert support available. Inservice training programs aimed at developing specific staff skills should be planned carefully. Finally, an evaluation plan incorporating needs assessment, formative evaluation, and product evaluation should be included in the purchasing process. The Atlanta (Georgia) South Metro Psychoeducational Center considered the above factors in designing a successful six-phase development and installation plan for its data management system. (PGD)

ED222062 FL013228

Garfinkel, Alan, Ed.; And Others
ESL and the Foreign Language Teacher. Report of Central States Conference on the Teaching of Foreign Languages.
Central States Conference on the Teaching of Foreign Languages.
Pub Date 82
Note-127p.; For individual papers, see FL 013 229-238. Selected papers presented at the Central States Conference on the Teaching of Foreign Languages (Louisville, KY, April 22-24, 1982).
Available from-National Textbook Co., 8259 Niles Center Rd., Skokie, IL 60077 (School price $7.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Class Activities; Classroom Techniques; Conversational Language Courses; *English (Second Language); Languages for Special Purposes; Language Skills; Postsecondary Education; Secondary Education; *Second Language Instruction; Spanish; Speech Communication; *Teaching Methods

Selected papers from the 1982 Central States Conference on the Teaching of Foreign Languages are presented. The theme of the conference was the establishment of communication and cooperation between foreign language and English as second language (ESL) teachers. The papers focus on methods for developing language skills and curriculum frameworks. Specific topics include: (1) activities for developing speech skills in the foreign or second language classroom, (2) designing a college level advanced conversation course, (3) activities for individualized instruction in secondary ESL and foreign language classes, (4) an approach for deciding which errors to correct, (5) the effects of group size on language learning, (6) information transfer techniques for the teaching of reading and listening comprehension, (7) college level instruction of Spanish for special purposes, (8) a proposed interdisciplinary curriculum that allows language classes to employ the arts, (9) a procedure for improving coordination between secondary and postsecondary levels of second language instruction, and (10) ways of concluding a language course. (RW)

ED222082 FL013264

Niyekawa, Agnes M.

Biliteracy Acquisition and Its Socio-Cultural Effects. Professional Papers N-1.

National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Sep 80

Note-33p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Asian Americans; *Biculturalism; *Bilingualism; Bilingual Students; Elementary Secondary Education; Immersion Programs; Immigrants; Language Maintenance; *Literacy; Second Language Learning; *Sociocultural Patterns

Research on factors related to the sociocultural effects of balanced biliteracy involving a European language and an Asian language is reviewed. Becoming biliterate and fluently bilingual in a European and an Asian language involves several complications not involved in acquiring two European languages. The biliterate in such a situation must learn two different orthographies and learn to apply sociolinguistic rules to interaction in two widely different cultures. The review focuses on children who are learning to read in a second language following a change in country of residence. The topics discussed include the linguistic relationship between the first and second languages, orthography, exposure to written material, the effects of age on second language learning, and the sociocultural effects of biliteracy. Balanced biliteracy is difficult to achieve when the second language is that of the dominant culture. However, the benefits of balanced biliteracy include pride in ethnicity and flexibility in the cognitive and cultural domains. References are appended. (RW)

ED222102 HE015341

Outcomes Assessment--A New Era in Accreditation. The Proceedings of the Annual Convention of the Middle States Association of Colleges and Schools (93rd, Philadelphia, Pennsylvania, December 5-7, 1979).

Middle States Association of Colleges and Schools, Philadelphia, PA.

Pub Date 80

Note-102p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Accountability; *Accreditation (Institutions); *Aptitude Tests; College Admission; College Entrance Examinations; College Graduates; College Students; *Educational Assessment; Educational Benefits; Educational Objectives; Elementary Secondary Education; Higher Education; Institutional Evaluation; *Outcomes of Education; Professional Associations; Scores; Student Development; Student Evaluation; Testing

Identifiers-Middle States Association of Colleges and Schools; *Scholastic Aptitude Test

Proceedings are presented of the 1979 meeting of the Middle States Association of Colleges and Schools, which includes speeches on outcomes assessment along with the business meeting of the Association. In the keynote address, "Outcomes Assessment--A New Era in Accreditation," Howard R. Bowen identifies goals an educational institution would likely try to achieve: cognitive development of students; aesthetic sensibility; emotional and moral development; practical competence in citizenship, work, and family life; and direct satisfactions and enjoyment from education during the school and college years as well as in later life. He suggests principles that might be followed in the identification and evaluation of outcomes, including: assessment could be linked to all the major goals of education and not confined to those that are easily testable or that relate to finances; outcomes assessment should be based on the study of alumni as well as students; and an outcomes assessment could be concerned with change in students as a result of their educational experience. Additional speeches are as follows: "From the Depression to the Revolution" (Abraham H. Lass); "Testing the Test--A New Era in Assessment" (George H. Hanford); and "Assembly of Elementary Schools" (Barbara R. Frey). Additional contents include the following: reports of the officers and commissions of the association; the charter and by-laws of the association; the program of the meeting; and a list of the officers, board of trustees, commission members, honorary members, committees, and delegates. (SW)

ED221652 CE031846

Bowmar, Barbara; And Others

Adult Basic Literacy Assessment Kit.

British Columbia Dept. of Education, Victoria.

Pub Date 81
Note-553p.; For a related document see CE 031 847.
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-*Adult Basic Education; Adult Literacy; *Basic Skills; Check Lists; Communication Skills; *Handwriting Skills; *Interpersonal Competence; *Language Skills; Listening Skills; Mathematics; Observation; Questionnaires; Reading Skills; Spelling; Study Skills; Tests; Writing Skills
Identifiers-British Columbia; Canada; *Mathematics Skills

Intended as a resource for test construction, this kit provides educators with sample test items, checklists, and questionnaires to assess literacy skills of adult students. Items are keyed to skills in the Adult Basic Literacy Curriculum and Resource Guide (APL Guide) and divided into these skill areas: interpersonal, listening, speaking, viewing, reading, writing, handwriting, spelling, learning, and mathematics. An introduction outlines purposes of the kit, background and procedures, field testing, and materials within each section. Each section of test items, checklists, and questionnaires begins with instructional information covering the use of the assessments and followup. Assessments are keyed to APL Guide skills identified by number and brief description. The purpose of the various assessments and directions for their use are included. Some answer keys and scoring procedures are provided. The final section contains data on validity and reliability from the field testing of kit items. A bibliography is attached. (YLB)

ED221711 CE033877

A Guideline Curriculum for Adult Basic Education: English, Grades 0-8.
Vancouver Community Coll., British Columbia.
Spons Agency-British Columbia Dept. of Education, Victoria.
Pub Date 80
Note-404p.
Available from-Vancouver Community College, King Edward Campus, Cashier, 2750 Oak Street, Vancouver, BC, Canada V6H 3N2 ($15.00).
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Adult Basic Education; Behavioral Objectives; Curriculum Guides; Developmental Programs; *English Instruction; Guidelines; Individualized Instruction; Instructional Materials; Learning Activities; *Reading Comprehension; *Reading Skills; *Spelling; Worksheets; *Writing Skills

Designed for use in Adult Basic Education (ABE) programs, this curriculum guide contains a skills outline, activities, materials, a bibliography of selected materials, and 343 worksheets dealing with word attack, spelling, reading, and writing skills. The curricular model presented utilizes a minimum essentials approach that passes students through an individualized program of formally stated behavioral objectives. Arranged according to level of difficulty, the exercises require students to perform a variety of activities including matching, filling in blanks, constructing sentences, expanding sentences, telling stories, paraphrasing, summarizing stories, writing stories and essays, studying words in context, writing definitions, and interpreting stories. (MN)

ED221731 CE033910

Pribyl, Paul F.

Ventilation. Fire Service Certification Series. Unit FSCS-FF-13-81.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 81

Note-123p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Behavioral Objectives; Course Descriptions; *Fire Fighters; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; Safety; Teaching Guides; Units of Study; *Ventilation

Identifiers-Wisconsin

This training unit on ventilation is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 8-hour unit is to familiarize the fire fighter with the needs for ventilation, the conditions that require it, and the skills and knowledge necessary to carry it out. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references.

Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221864 CS207179

Bou, Myrsa Landron

Composition Courses in Spanish: Revolution or Reform?

Pub Date 27 Jun 82

Note-13p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Freshmen; Communication Problems; *Communication Skills; Higher Education; *Instructional Improvement; *Puerto Ricans; *Spanish; Spanish Speaking; Student Characteristics; *Student Needs; *Writing Instruction

Identifiers-University of the Sacred Heart PR

Because of the pressures of modernization and other cultural factors, freshmen students at the University of the Sacred Heart in Puerto Rico lack basic communication skills in both Spanish and English. At present, there is no composition course in Spanish at the college, and the basic Spanish textbook currently in use reflects attitudes on language and composition that are ill-suited to present circumstances. A basic composition course in Spanish will help students to generate ideas, write complete and coherent essays, develop a richer vocabulary, and think critically. This course will involve practice, lots of private writing, collaborative learning processes, peer revisions, and multiple drafts, as well as more traditional methods such as dictation and copying passages from good authors. (JL)

ED221886 CS207227

Boice, Robert

Does Productivity Precede Creativity in Writing? Implications for the Clinical Treatment of Writing Blocks.

Pub Date Aug 82

Note-21p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; *Contingency Management; *Creativity; Influences; *Motivation Techniques; *Productivity; *Writing (Composition); *Writing Research

A study attempted to measure the effects of contingency management, conditions that essentially forced subjects to write, on their writing productivity and creative ideas. Subjects were 27 published college faculty with doctorates, divided into three groups of nine. The first or contingency group participated in a "baseline phase" during which they wrote on scheduled days only if they felt like it. At the end of this phase, the subjects established a daily writing output goal and contracted for a strong external contingency--a personal financial penalty for every day they did not meet that goal. The second or noncontingent group also participated in the baseline phase, after which they were just verbally encouraged to write during each scheduled writing day. The third or control group agreed to defer all but the absolutely necessary academic writing tasks until 10 weeks had passed. The writing output of all three groups was charted by the subjects. The results indicated that the contingency group produced a clearly higher level of written pages per day than did either of the other groups during the equivalent period. The introduction of instructions to write more appears to have produced a moderate increase over baseline levels in the noncontingent group. Subjects in the control group did not produce a substantial amount of nonacademic writing despite maintenance of graphs and logs. Contingency management of writing productivity also facilitated rather than impeded the appearance of creative ideas for writing. (HTH)

ED221986 EC150054

Kimmel, Susan; MacGinitie, Walter H.

Identifying Children Who Use a Perseverative Text Processing Strategy. Technical Report #15.

Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date 81

Contract No-300-77-0491

Note-89p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Intermediate Grades; *Learning Disabilities; *Learning Processes; Paragraphs; *Reading Comprehension; *Recall (Psychology)

Identifiers-*Perseveration

To identify children who use a perseverative text processing strategy and to examine the effects of this strategy on recall and comprehenson, 255 fifth and sixth graders were screened for large differences between regressed standard scores for inductively (main idea last) and deductively (main idea first) structured paragraphs. Sixteen Ss were matched with a comparison group who performed as well over all, but whose scores did not show such differences. The two groups completed four listening and reading tasks dealing with inductively and deductively styled paragraphs. Results showed that Ss whose screening scores had large differences performed on all tasks as if they were using perseverative strategies. Analyses of the timed tests indicated that these students were reading the entire text, not processing only the beginning information and omitting the rest. Recall task results indicated equal total recall by the two groups, but the comparison group used more of the signalling terms from the texts. The perseverative group scored low on the inductively structured items on the oral word finding task. (Author/CL)

ED222021 EC150090

Carnes, G. D.

Social Justice through Handicapped Power: Perspectives from England and Sweden.

Michigan State Univ., East Lansing. Univ. Center for International Rehabilitation.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.; World Rehabilitation Fund, Inc., New York, NY.

Pub Date Apr 82

Note-62p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Advocacy; *Disabilities; Foreign Countries; Interviews; Normalization (Handicapped); *Organizations (Groups); Trend Analysis

Identifiers-*Sweden; *United Kingdom

The author visited selected countries in Europe to examine the process of disabled minority group evolution and to identify practical knowledge useful in stimulating smilar development in the United States. Previous research revealed that many countries in Europe appeared to be far ahead of the United States in the development of organizations of the disabled. Forty-four leaders of handicapped organizations in the United Kingdom and Sweden were identified and interviewed. Interview notes were made during discussions and, while each interview was open ended, care was taken to cover several points, including history of the organization, the individual's role in it, goals, problems, tactics utilized, assessment of success, factors contributing to success, degree of formal and informal representation in government agencies and societal institutions that impact the lives of disabled persons, leadership and its development, philosophy of disablement, and advice for the United States. Among the 17 conclusions reached were the following: (1) organizations involving disabled persons tend to evolve, beginning with control by able-bodied individuals in voluntary groups for the disabled and concluding in groups of the disabled under their own control; (2) early aspirations of disabled groups tend to focus on urgent practical problems such as mobility, access, housing, income, and employment but later move into cultural and societal participative goals; (3) the degree of success in evolution of disabled groups depends upon availability of resources to supply group maintenance needs and employ salaried staff; and (4) several problems typically manifest themselves including the need for strong, realistic leadership; overcoming apathy; avoiding personality conflicts and explorations; avoiding self defeating, short term goals; and using power gained in a mature, responsible nature. Appended is information on members of the Central Committee of National Associations of the Handicapped. (SW)

ED222040 FL013146

Designing, Strengthening, & Assessing School Foreign Language Programs: A Guideline for Administrators and Teachers.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

Pub Date Sep 81

Note-27p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Evaluation Criteria; *Language Teachers; *Latin; Minimum Competencies; *Modern Language Curriculum; *Program Evaluation; Secondary Education; *Second Language Programs; State Curriculum Guides

Identifiers-*Indiana

These guidelines by the Indiana Department of Public Instruction are intended to assist administrators and teachers in resolving five issues central to foreign language education. The subject matter of the booklet is arranged according to these five issues as follows: (1) a discussion of who should study foreign lagnauges, and advice for prediction of success based on grade point average and the aptitude battery; (2) the scope and sequence of a foreign language program involving sequential and non-sequential program options in modern languages and Latin, and alternative foreign language course structures; (3) the competencies and characteristics of effective foreign language teachers emphasizing not only language proficiency but minimal competencies in classroom and evaluation practices; (4) the kinds of support and support systems required by foreign language teachers and foreign language programs; and (5) a four-step program evaluation process specifically designed to evaluate foreign language programs. Appendices include a selected list of evaluation checklists and published norm-referenced tests. (AMH)

ED222136 HE015548

Report to the Governor and General Assembly of the State of Delaware by the Governor's Higher Education Advisory Commission.
Delaware State Higher Education Advisory Commission, Dover.
Pub Date 15 Dec 76
Note-7p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization; *Advisory Committees; *Budgeting; *Decision Making; Facility Utilization Research; *Higher Education; State Aid; State Boards of Education; State Legislation; *Statewide Planning
Identifiers-*Blue Ribbon Commissions; *Delaware

The Governor's Higher Education Advisory Commission of Delaware was established by executive order to recommend priorities to the governor and state assembly concerning higher education programs, funding, alteration or duplication of services, and facility use. Its recommendation for addressing the issue of duplication of effort or services is to establish a review board appointed by the three state institutions' trustees, which would also review facility use. Its recommendation for establishing funding priorities and guidelines is that the state legislature retain its appropriation function and authority, but that a single joint committee be designated for analysis and final recommendation of all of the state institutions' funding requests. Additionally, it is recommended that the governor designate a single administration member for funding request review. The limiting of these functions to a small group is recommended for continuity and for informed decision-making. (MSE)

ED222170 IR010403

Lally, Mike

Computer-Assisted Instruction for the Development of Basic Skills with Intellectually Handicapped School Children.

Spons Agency-Australian Education Research and Development Committee, Canberra.

Pub Date 81

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills; *Computer Assisted Instruction; Concept Formation; Conservation (Concept); Educational Technclogy; Elementary Education; *Elementary School Students; Foreign Countries; Handwriting Skills; Input Output Devices; *Learning Disabilities; Man Machine Systems; *Mental Retardation; Outcomes of Education; Reading Skills

Identifiers-*Australia

This report describes and discusses the uses of CAI in the teaching of handwriting, reading, and concept formation to children with learning difficulties. Following an introductory discussion of learning disabilities and teaching techniques, a computer-assisted approach to the instruction of handwriting which employs a digitiser light pen and a special display screen is outlined. A study investigating the effectiveness of the approach is summarized, and figures illustrate the development of one student's handwriting. The uses of computer synthesized speech and a special input panel for teaching basic reading skills such as word recognition are then presented. Applications of CAI to concept formation, specifically conservation of numbers and the development of spatial concepts, are also discussed, as well as experiments using an interactive color computer system to aid children in concept formation. A discussion of the problems involved in transferring into practice the results of educational technology research such as that described in this report and an overview of the implications of CAI as a means for increasing the effectiveness of educational programs for intellectually handicapped children conclude the report. A 13-item reference list accompanies the text. (JL)

ED222191 IR010427

Simcox, William

Cognitive Considerations in Display Design.

Consulting Statisticians, Inc., Wellesley, MA.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 81
Contract No-400-79-006
Note-51p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cognitive Processes; Computer Graphics; *Design Requirements; Display Aids; *Display Systems; Flow Charts; *Graphs; Models; Visual Aids; *Visual Perception
Identifiers-Graphic Communication; *Selective Attention

This investigation of the encoding features of graphs begins with a description of a cognitive framework which allows designers to factor into the process of designing displays how people interpret the information found and what display properties are responsible for this interpretation. The framework also provides a performance measure for use in assessing alternative designs and cognitive effort. Properties of displays--features, dimensions, and configurations--that can be mentally represented and serve as a basis for response are also discussed, as well as the strategy used to determine which display property is actually being represented and a processing justification for its use. An experiment is then described in detail which used a speeded classification task to test whether any of the display properties discussed were actually the encoding features and to assess the degree of interference in two univariate and two orthogonal conditions. It was found that, if the display format was not compatible with the information to be presented, classification errors increased, which in turn would increase the likelihood of miscommunication at higher levels of processing. A 38-item bibliography, 7 figures, and 4 tables are attached. (LMM)

ED221673 CE033624

Journal of Human Services Abstracts. Volume 7, Number 3, July 1982.
Aspen Systems Corp., Germantown, Md.
Spons Agency-Department of Health and Human Services, Rockville, Md. Project Share.
Pub Date Jul 82
Contract No-HHS-100-81-0052
Note-106p.; For a list of related documents see ED 218 502.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Abstracts; *Administration; Annotated Bibliographies; *Community Services; Counseling Services; Data Processing; Day Care; *Delivery Systems; Disabilities; Employment Services; Health Services; *Human Services; Information Sources; Mental Health Programs; Needs Assessment; Older Adults; Personnel Management; *Planning; Program Descriptions; Program Development; Vocational Education; Vocational Rehabilitation; Volunteers
Identifiers-*Project SHARE

This journal provides abstracts of 150 documents included in the data base of Project SHARE, a national clearinghouse for improving the management of human services. These documents are on subjects of concern, interest, and importance to those responsible for the planning, management, and delivery of human services, including health services, administration, counseling services, employment services, personnel management, vocational rehabilitation, services for the elderly and disabled, and day care. Abstracts, arranged in alphabetical order by author, include this information: title, publication date, number of pages, order number, availability, and a summary of content. Other parts of the journal are an alphabetical list of corporate authors, alphabetical list of document titles, and a subject index. The index is a guide to the abstracts by specific subject category with cross-references from synonyms to preferred terms. (YLB)

ED221692 CE033767

Loos, Peter

Vocational Teacher Work-Related Experiences Impact Project. Final Report, 1981-1982.

Educational Improvement Center of Northwest New Jersey, Morris Plains.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date 82

Note-42p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Employment Experience; Experiential Learning; Instructional Improvement; *Part Time Employment; School Business Relationship; Secondary Education; *Teacher Attitudes; *Teacher Effectiveness; Teaching Skills; *Transfer of Training; *Vocational Education Teachers; Work Attitudes; *Work Experience

A project was conducted to investigate the following: (1) the degree to which vocational teachers acquire new knowledge, skills, or attitudes from part-time outside work experience; (2) the degree to which vocational teachers transfer newly acquired knowledge, skills, or attitudes to the school and classroom; and (3) the impact of this experience on teaching and learning resulting from the acquisition and transfer of knowledge, skills, or attitudes to the classroom. Fifty-one randomly selected vocational teachers holding part-time jobs in business or industry related to their area of instruction participated in the study. A structured interview was devised to determine the advantages derived from holding a part-time position in business or industry. Upon analysis of the data gathered, it was determined that there were tremendous advantages to the students. Teachers brought back to the classroom greater skills, a better understanding of the latest developments in their field, and revised teaching methods to deal with the technological advances. (Author/KC)

ED221776 CG016202

Bowser, Philip B., Ed.

School Psychology and Declining School Budgets: Answering Hard Questions in Economically Hard Times.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.; National Association of School Psychologists, Washington, DC.

Pub Date Feb 82

Note-64p.; An Assistance to the States Committee project.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Accountability; Cost Effectiveness; Counseling Effectiveness; *Counselor Role; *Delivery Systems; Elementary Secondary Education; Financial Problems; Psychological Evaluation; *Pupil Personnel Services; *Retrenchment; School Counseling; School Funds; *School Psychologists

Taxpayer revolts have led to increasing concerns about accountability, particularly among ancillary school service personnel. Approximately 150 questionnaires were distributed to school psychologists to obtain a sample of responses to questions commonly asked by parents, educators and the community. Their responses dealt with the role and function of the school psychologist, benefits of the services and consumer satisfaction, staffing patterns and supervision, salary, and accountability and change. Psychologists indicated that, ideally, they would like to divide their time equally between problem identification and intervention planning, direct intervention including prevention, and applied research. However, the findings suggest that budget problems have made such a role difficult to achieve. (JAC)

ED221800 CG016226

Privette, Gayle

Factors of Peak Performance in the Death Crisis: Implications for Death Counseling and Education.

Pub Date 82

Note-19p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; Attitude Measures; *Behavior Patterns; Coping; *Counseling Techniques; Counselor Role; *Crisis Intervention; *Death; *Emotional Response; Factor Analysis; *Performance Factors; Role Perception; Self Actualization

Identifiers-*Life Events

Peak performance in the death crisis as a critical incident of creative response to the awareness of one's own or another person's death is the concern of this report. The topology of peak performance in the death crisis was examined in an investigation of retrospective self-reports of 20 adult respondents and a factor structure of peak performance provided by 120 respondents in psychology, creative arts, adult education, and counselor education. Further examination of data contributed by respondents who reported peak performance in death crises indicated that value, loss of time and space, spontaneity, and meaning were among experiential factors considered important in personal events. The resulting topology provides a tentative model for death counseling and education, offering a positive alternative to interventions based on a perspective of pathology. (Author/JAC)

ED221824 CS006679

Noble, Cynthia

What's Happening down the Midway: An Assessment of Massachusetts Middle School Reading Programs.

Pub Date Apr 82

Note-17p.; Paper presented at the Annual Meeting of the Massachusetts Reading Association (13th, Boxborough, MA, April 1-2, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Content Area Reading; Elementary Secondary Education; Informal Assessment; *Instructional Improvement; *Middle Schools; Program Evaluation; Program Improvement; *Reading Instruction; *Reading Programs; *Reading Research; Reading Skills; Reading Teachers; Remedial Reading; Student Characteristics; *Student Needs

Identifiers-Massachusetts

To accumulate the data necessary for making recommendations for the improvement of middle school reading programs in Massachusetts, such programs were assessed by computer searches, informal interviews, and random questionnaires. "TRANS," Teaching Reading Acquisition Natural to Subject Areas, embodies the kind of program needed to meet the needs of the "transescent" (early adolescent). Such a program should include developmental, accelerated, and remedial reading instruction. The survey often found isolated skills instruction, although content area reading was needed. Accelerated instruction was an infrequent educational objective, developmental reading instruction was most common, while remedial instruction also took place at most of the middle schools assessed. The reading laboratory was the most common setting for all three types of instruction. Recommendations for improving programs and increasing their support include (1) remembering the characteristics of transescents, (2) tapping both reading specialists and subject area educators, (3) promoting a wide range of materials, (4) providing for a variety of learning/teaching modalities, (5) focusing on student and teacher interests, and (6) building a positive attitude toward Massachusetts middle school reading programs. (JL)

ED221843 CS006838

Reading: Parents, Kids, Teachers Inc. A Resource Guide for Teachers Interested in Parental Involvement.

Oklahoma State Dept. of Education, Oklahoma City.
Pub Date 82
Note-224p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Beginning Reading; Elementary Education; Parent Influence; *Parent Participation; Parent Responsibility; Parent Role; *Parent School Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation; Reading Attitudes; Reading Habits; Reading Improvement; *Reading Instruction; *Reading Readiness; Supplementary Reading Materials

Recognizing the importance of parental involvement in a child's learning to read, this resource guide is designed to aid teachers in working with parents to achieve optimal learning experiences for children. The first chapter shows how responsibilities can be shared between home and school in the areas of physical and mental health, use of the media, homework, and summer reading. The second chapter discusses parent, teacher, and student conferences, suggesting ways teachers can evaluate parent conferences and respond to parents' questions about how they can best help their children. Ways of utilizing parents as reading volunteers are outlined in the third chapter, while chapter 4 presents specific activities and toys parents of preschool and kindergarten children can use to help children develop physical and language skills. Chapters 5 and 6 suggest ways teachers can work with the parents of handicapped and gifted children. The final chapters contain four appendixes covering a wide range of resources for parents and teachers and a bibliography. (JL)

ED221927 EA014999

Seaberg, John J., Jr.; Wood, Maxie M.

Personality Traits of Urban Female and Male Administrators and Congruence of These Traits with the Occupational Stereotypes of the Male Managerial Model.

Pub Date 20 Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrators; Elementary Secondary Education; Females; Males; Models; *Personality Traits; *Sex Differences; Sex Role; *Sex Stereotypes; Statistical Analysis

Identifiers-Adjective Check List (Gough and Heilbrun); Male Managerial Model; Occupational Stereotypes

A study showed personality traits of both female and male educational administrators in a southwestern urban public school system to be inconsistent with the standards of stereotypical sex-appropriate roles found in earlier studies. Based theoretically on Holland's vocational choice theory, the study surveyed all 64 female administrators at the building and central office levels and a random sample of 64 male administrators at both levels, utilizing 7 scales of Gough and Heilbrun's Adjective Check List as a data collection instrument. Statistical analysis of the data revealed that female administrators' traits were significantly different from those of males; females' scores were more congruent with occupational stereotypes of the male managerial model than were males' scores; the traits of females at the central office level differed from those of females at the building level; males at both levels shared similar traits; and the traits of both males and females proved inconsistent with society's standards of sex-appropriate roles. The researchers suggest that these findings can be explained if (1) the sample in this study proves atypical, (2) educational administrators prove to be an atypical subpopulation, or (3) sex role stereotypes have changed significantly since the reporting of earlier studies. (Author/PGD)

ED221967 EC143297

Program Guidelines and Recommendations: Early Childhood Education for the Handicapped.

Texas Education Agency, Austin.
Pub Date 82
Note-44p.
Available from-Texas Education Agency, Publications Distribution Office, Austin, TX 78701 ($1.00).
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Ancillary School Services; Building Design; *Disabilities; Due Process; Equipment; Handicap Identification; Individualized Education Programs; Individualized Instruction; Instructional Materials; Parent Participation; Personnel; Preschool Curriculum; *Preschool Education; Program Administration; *Program Development; Program Evaluation; *Special Education; Staff Development; Student Evaluation; Student Placement

Guidelines are presented to help school districts plan and implement effective education programs for preschool handicapped children. It is explained that the document was developed from the experiences of special education staff of the Texas Education Agency and early childhood consultants, and that the guidelines and recommendations are not designed as rules for program compliance. Topics covered include (sample subtopics in parentheses): eligibility; administrative management (administrator role, staff certification); personnel (attitudes and competencies); personnel development (transdisciplinary approach); procedural safeguards (district policies); child identification (public awareness activities); individual assessment (district wide screening programs); individual educational plan (IEP) development (components of the IEP); educational program placement (combination of instructional options); individualized instruction; related services (eligibility); and IEP review (procedures for 3-month and 3-year reviews). Additional topics include curriculum, building facilities, materials and equipment, parent involvement, service coordination, and program evaluation. (CL)

ED222119 HE015520

Freshman Migration Into and Out of Connecticut. BHE Reports, R-4 82.
Connecticut State Board of Higher Education, Hartford.
Pub Date Aug 82
Note-12p.; For a related document see HE 015 521. Some tables may not reproduce well due to small print.
Available from-Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06105.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Choice; *College Freshmen; Comparative Analysis; *Geographic Distribution; Higher Education; *Out of State Students; Place of Residence; *School Location; *Student Mobility; Trend Analysis
Identifiers-*Connecticut

Information on the migration patterns of Connecticut freshmen in fall 1979 and comparative data for fall 1981 are examined. Findings include the following: Connecticut ranked fourth among the states as a net exporter of freshmen; in 1979, 8,474 more freshmen left Connecticut to attend out-of-state institutions than migrated into Connecticut for higher education; of the 39,857 Connecticut residents who were freshmen in fall 1979, 33.6 percent enrolled in out-of-state institutions; of the freshmen migrating to out-of-state institutions in fall 1979, 77.6 percent were enrolled in independent institutions; Massachusetts enrolled the most Connecticut freshmen; of those out-of-state freshmen migrating into Connecticut in fall 1979, 86.2 percent were enrolled in independent institutions; the largest number of in-migrating students came from New York; the proportion of Connecticut high school graduates continuing immediately into higher education has increased from 55.4 percent in 1977 to 59.3 percent in 1981; high school graduates increasingly choose to attend out-of-state institutions; enrollment of out-of-state freshmen in Connecticut institutions increased 13.4 percent from 1979 to 1981; and Connecticut public institutions enrolled 517 more Connecticut high school graduates in fall 1981 than 1 year earlier, while all other types of higher education institutions enrolled slightly fewer than in fall 1980. The data do not include foreign students or students originating in U.S. territories. Brief comments are made regarding the relation of the high migration rate to Connecticut's economy, the quality of higher education available within the state, and the net cost of education. (SW)

Cepeda, Luis Espina

Radio ECCA: A Distance Learning System in the Canary Islands. DERG Papers, Number 5.

Open Univ., Walton, Bletchley (England). Distance Education Research Group.

Pub Date Jan 82
Note-63p.
Available from-Distance Education Research Group, The Open University, Walton Hall, (Rm. Q229 M Block), MK7 6AA, United Kingdom (2.00 pounds Brit., including postage).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Students; Curriculum Development; Economically Disadvantaged; *Educational Radio; Enrollment Trends; *Extension Education; *Foreign Countries; Higher Education; Records (Forms); Student Characteristics; Student Evaluation; Tutoring
Identifiers-*Canary Islands; Distance Education; *Radio ECCA; Spain

The Cultural Radio Station of the Canary Islands (Radio ECCA), a distance learning system, is described. Various Spanish institutions have introduced the ECCA system of teaching into their respective provinces by collaborative agreements with Radio ECCA. The total enrollment of ECCA students in Spain (including the Canary Islands) reached 28,505 for the academic year 1979-80, and nine Latin American countries have also introduced the ECCA system. Although Radio ECCA focuses its attention on the needs of the socially deprived community, it does not exclude the higher strata from its student body. Data on student age, place of residence, and student occupations are presented. Educational activities are centered on: broadcasting courses leading to an academic qualification; formal teaching and academic courses for adults not leading to a qualification (i.e., aimed at improving the quality of life and job performance); and providing entertaining broadcasts when education programs are not being transmitted. ECCA is based on print materials, radio, and tutoring. Aspects of course production and distribution are discussed, along with: student recruitment; efforts to overcome feelings of impersonality and to increase student motivation; student evaluation; program organization and administration; program evaluation and monitoring; financial resources of the program; topography of the Canary Islands; and the population, economy, and communications. A number of lesson master sheets from courses, a student registration form, a student evaluation form, and a weekly tutor report form are appended. (SW)

ED221653 CE031847

Dickinson, Gary; And Others

Adult Basic Literacy Curriculum and Resource Guide.

British Columbia Dept. of Education, Victoria.

Pub Date 80

Note-461p.; For a related document see CE 031 846.

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-Adult Basic Education; *Adult Literacy; *Adult Programs; Annotated Bibliographies; *Basic Skills; Case Studies; Communication Skills; Curriculum Guides; Handwriting Skills; Instructional Materials; *Integrated Curriculum; Interpersonal Competence; Language Skills; Listening Skills; Mathematics; Observation; *Program Development; Reading Skills; Spelling; Study Skills; Writing Skills

Identifiers-British Columbia; Mathematics Skills

This guide provides teachers and administrators with one way of structuring the basic skills component of an adult basic literacy program and with an annotated bibliography of instructional materials. The curriculum guide discusses an integrated approach to basic literacy and presents case studies illustrating the process. A short bibliography of professional resources follows. The next nine sections, each of which focuses on one basic skill, are structured to provide teachers with suggestions for using an integrated approach. Sections cover these skill areas: interpersonal, listening, speaking, viewing, reading, writing, spelling, learning, and mathematics. In each section, the goal and specific skills are listed. Page numbers of suitable instructional materials in the resource guide are cited. The resource guide contains an annotated bibliography of over 200 instructional materials arranged alphabetically within nine sections corresponding to the skill areas. Annotations follow this format: title, author, publisher, distributor, readability, pages, approximate price, special features, and comments. The next section lists government departments, community agencies, institutions, and other sources and describes resource materials available from them. Following a directory of publishers and distributors is an appended survey containing a bibliography of leisure reading materials for adults with lower reading levels. (YLB)

ED221712 CE033888

Louisiana Industrial Arts Curriculum Project, Phase I. Final Report. Bulletin No. 1687.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date [82]
Note-160p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Course Content; *Course Descriptions; Curriculum Development; *Educational Needs; Elementary Secondary Education; *Industrial Arts; Needs Assessment; State Curriculum Guides; Vocational Education
Identifiers-*Louisiana

A project was conducted to review industrial arts curriculum needs and to formulate recommendations relative to curriculum revision in Louisiana. The state was divided into three regions for administrative purposes. A needs assessment instrument was developed and mailed to each industrial arts teacher in the state (as of 1979), with a 50 percent return rate. The questionnaire gathered data relative to three areas of the program: profile of industrial arts teachers in Louisiana; examination of program status and need by grade level and subject area; and provision of selected information relative to the role of industrial arts in the public schools of Louisiana. As a result of examination of data gathered through the questionnaire, a rationale for industrial arts in Louisiana, goals for industrial arts on each grade level, course titles, a program model and a flowchart for industrial arts course sequencing were developed. In addition, basic outlines of selected courses were developed by regional centers; work on this phase of the project is continuing. (The bulk of this document contains course outlines, including course descriptions, target grade level, prerequisites, and course content for industrial arts courses.) (KC)

ED221753 CE034055

Media for Everyday Living.

El-Tip-Wa Adult Learning Center, Logansport, IN.

Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.

Pub Date 30 Jun 82

Note-286p.; Supplements the state curriculum guide "Learning for Everyday Living" (see ED 167 817).

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Adult Basic Education; Adult Literacy; *Audiovisual Aids; Behavioral Objectives; *Career Education; *Community Resources; *Consumer Economics; Daily Living Skills; Educationally Disadvantaged; Evaluation; Government (Administrative Body); *Health; Illiteracy; Laws; Media Selection

Identifiers-310 Project

This guidebook is intended to aid adult basic education teachers in the selection of audiovisual resources designed to teach living skills to low-functioning adults. The first section describes effective use of audiovisuals, preparation of a lesson incorporating audiovisuals, and lesson plan uses of media. Two audiovisual evaluation forms are included in the second section--a teacher evaluation form and a student preview form. The next five sections contain the summaries of the audiovisual materials reviewed. Summaries are arranged by adult performance objectives as defined in the curriculum guide "Learning For Everyday Living" in five major areas: consumer economics, occupational knowledge, health, community resources, and government and law. Each section begins with a listing of the objectives. Summaries follow this format: title, series (title of series, type of media, length, color/black and white, sound, cost, copyright date, producer, distributor, accompanying materials), evaluator(s), synopsis, adult performance level objectives, educational levels, groupings, lesson plan uses, comments, and overall rating. In addition to a title index, a subject index in the back of the guide correlates subject and objectives. (YLB)

ED221865 CS207186

McInnis, Bernadette

Firming-Up Core: A Collaborative Approach.

Pub Date Jul 82

Note-21p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Core Curriculum; *Curriculum Design; Curriculum Development; Educational Philosophy; *Evaluation Methods; Higher Education; *Interdisciplinary Approach; *Models; Student Teacher Relationship; Teacher Attitudes; *Writing Instruction

Identifiers-Heuristic Methods; *Writing across the Curriculum

The Collaborative Probing Model (CPM) is a heuristic approach to writing across the disciplines that stresses discovery, process, and assessment. Faculty input will help the English department design an oral and written communication block that will be unified by a series of interdisciplinary videotaped presentations. CPM also uses flow charting techniques adapted from computer science to generate new approaches to organizing or redesigning other English courses. In this model, assessment is understood as first of all observing and then judging according to criteria that are individual, not product based. Presented on a form to be used collaboratively by students and teachers, assessment criteria would include: (1) clarity of focus, (2) adequate development of ideas, (3) clear and coherent sentences and paragraphs, (4) appropriate examples and evidence, (5) appropriate word choice, (6) varied sentence structure, and (7) appropriate punctuation and usage. Finally, journal writing enables students to get in touch with the wholeness of the writing process where they see themselves as a part of a larger community of writers. (JL)

ED221908 CS503989

Lindsay, Caroline J.

The Practice and Ethics of Telephone Survey Research: An Applied Perspective.

Pub Date Nov 82
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills; *Data Collection; *Ethics; Interviews; *Research Methodology; Research Problems; *Social Science Research; Surveys; *Telephone Communications Systems
Identifiers-*Telephone Surveys

One popular method of generating large quantities of social science research data is telephone research. The interviewer's communication skill is a critical factor in determining the reliability and validity of such research. The interviewer should have a clear, pleasant, and understandable voice; be able to read through the questions fluently; and be able to respond to any questions asked by the interviewee. The advantages of the telephone survey include high response rates, personal format, low cost, and speed. The disadvantages include the limitations imposed by time considerations, the "between-interviewers" variance created automatically by using more than one interviewer, and the time and money wasted on calls to disconnected or commercial numbers. Other problems and errors common to many social science research methods also exist for telephone surveys. Researchers using the telephone survey method may wish to employ a number of ethical suggestions in their research endeavors. They should train interviewers to (1) listen carefully to what interviewees are saying in response to questions, (2) handle rude or obnoxious people in a positive way, (3) employ positive persuasive efforts to convince interviewees to participate or maintain interest in the interview, and (4) react patiently to subjects wanting to talk about topics that are of interest to them but which are irrelevant to the research. (HTH)

ED221947 EA015064

Andrews, Richard L.

Managing Contracting Systems: Three Policy Alternatives.

Pub Date 20 Mar 82

Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, Mar 19-23, 1982). Tables may not reproduce due to illegibility/small print of original document.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Policy; Charts; *Consolidated Schools; *Declining Enrollment; Educational Administration; Educational Policy; Elementary Secondary Education; Enrollment Trends; Predictor Variables; Residential Patterns; Retrenchment; *School Closing; School Demography; School Statistics; *Shared Facilities; Tables (Data)

Assuming that today's school administrator must manage the organizational contraction associated with declining resources, the authors of this research report investigated the causes of contraction and its effects on school systems in terms of demographic changes, economic changes, and political considerations. The researchers examined the policy alternatives of closure, consolidation, and shared use by analyzing the impact of closure on three school sites and of consolidation and shared use on one site each. Six variables relating to the size of the general and student populations within each school's service area were considered for the years 1960-80, using U.S. census and 1974 Polk Profile survey data. The research results showed that school closure as a policy choice had a neutral effect on most variables. When there were immediate impacts, they tended to be negative. However, in one case school closure was related positively to increases in the school-age and younger populations. Shared use was related negatively to most demographic variables. When assessment of the relationship between the intervention and the demographic variables was possible, there tended to be a balance between the neutral and positive trends. Consolidation showed little relationship to changes already in progress. The author concludes that the contraction policy chosen has an impact on neighborhoods where environmental forces converge and resource scarcity increases competition. (Author/PGD)

ED222005 EC150073

Vandiviere, Patricia; Bailey, Pamela W.

Gathering Information from Parents.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-TADScript-2

Pub Date 81

Contract No-300-80-0752

Note-28p.; For related documents, see EC 150 072-077.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities; *Evaluation Methods; *Needs Assessment; *Parent Attitudes; *Parent Education; Preschool Education; Test Reviews

Intended for administrators and staff members of programs that serve young handicapped children and their parents, the booklet provides descriptions of information gathering procedures useful in helping program personnel learn about and work with parents. The document is organized into three major sections: assessment of parent needs for information and assistance, assessment of parent change or progress, and assessment of parent reaction to program services for themselves and for their children. Each section begins with a brief introduction presenting suggestions and cautions concerning the assessment instruments. Within each section are a series of abstracts which describe an array of methods for gathering information. Abstracts contain the following information: title, author(s), source from which measure can be obtained, variables assessed, type of measure, respondent(s), description of measure (including sample items), and administration schedule. Twenty-one assessment instruments are covered, including Needs Assessment Inventory, Professional's Assessment of Parent Needs and Progress, Desired Parent Outcomes Rating Scale, Monthly Parent Advisor Evaluation Form, Parent/Family Involvement Index, Readiness Levels of Parents, Skills Inventory for Parents, Parent Attitude Assessment, and Parent Questionnaire--Preschool Handicapped Program. (SW)

ED222063 FL013229

Snyder, Barbara; DeSelms, Carolann

Creative Student-Centered Communication: Activities for the Foreign- and Second-Language Classrooms.

Pub Date 82

Note-15p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Louisville, KY, April 22-24, 1982). In: ESL and the Foreign Language Teacher.

Available from-Not available separately; see FL 013 228.

Document Not Available from EDRS.

Descriptors-*Class Activities; Classroom Techniques; *Communicative Competence (Languages); *Conversational Language Courses; Dialogs (Language); Educational Games; Elementary Secondary Education; Group Activities; Higher Education; Instructional Design; Language Fluency; *Second Language Instruction; Self Expression; *Small Group Instruction; Speech Communication; Student Centered Curriculum; Teaching Methods

Second language learning in small groups with creative student-centered activities is discussed. A rationale for teaching for communication is offered, along with classroom management procedures that encourage communication in the target language and some communication activities that have been successfully implemented in the classroom. Three assumptions about language learning and language function are presented: language is a personal tool for expressing one's thoughts, communication entails intrapersonal as well as interpersonal exchange, and linguistic and communicative skills may be learned concurrently. It is suggested that: (1) a small-group model promotes creative communication and greater interaction time for students than does the whole-classroom model, (2) students need meaningful situations that closely resemble normal conversational settings, and (3) the usual classroom model does not offer realistic communicative opportunities. At the university level, groups of five to eight may function effectively; but at the secondary level a group size of two to four is usually most effective. Three communication plans and the seating for small groups are outlined, and classroom activities are suggested that encourage student self-expression in selecting language for specific communicative situations. The activities are grouped into three categories: giving information, getting information from others, and extending and imagining. Thirty-two activities are briefly described in total. (SW)

ED222083 FL013265

McConnell, Beverly B.

The View from the Firing Line: Evaluation of Bilingual Education Programs. Professional Papers MC-1.

National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Jun 82

Note-32p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education; *Bilingual Education Programs; Bilingual Students; Elementary Secondary Education; *Evaluation Methods; Program Effectiveness; *Program Evaluation; Research Methodology

Evaluations of bilingual education programs have received criticism from many sources. This criticism has been partially due to difficulties in obtaining hard data in bilingual settings, such as the lack of test instruments for bilingual children, the lack of appropriate reference groups, and the deficiencies of traditional evaluation models. The special problems involved in evaluating bilingual programs are described along with emerging solutions. Major problems have been encountered with the three most common evaluation designs: the control group model, the comparison group, and the norm reference group. Alternative evaluation design models include multi-year studies and designs in which children serve as their own control group. Such time series type studies allow for the consideration of developing English skills among the subjects. In evaluating bilingual programs, it is important to avoid rigid models and standardized tests that are likely to underestimate program effectiveness. References are provided. (RW)

ED221732 CE033911

Pribyl, Paul F.

Rescue. Fire Service Certification Series. Unit FSCS-FF-14-81.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 81

Note-38p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives; Course Descriptions; *Equipment Utilization; *Fire Fighters; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; *Rescue; Teaching Guides; Units of Study

Identifiers-Wisconsin

This training unit on rescue is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 8-hour unit is to familiarize the fire fighter with the many types of rescue work that fire departments are called upon to perform, to show the simple rescue tools used, and to examine the basic procedures for locating, removing, and transporting victims of emergency situations. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221777 CG016203

Peterson, David
Status of Professional Standards in School Psychology.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.; National Association of School Psychologists, Washington, DC.
Pub Date Mar 82
Note-18p.; An Assistance to the States Committee project.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Counseling Services; *Counselor Certification; *Counselor Role; *Credentials; Delivery Systems; Elementary Secondary Education; *Professional Recognition; *School Psychologists; State Departments of Education; State Licensing Boards; *State Standards
Identifiers-*Private Practice

Several states are in the process of establishing legislation to enable school psychologists to provide school psychological services in the private sector. State presidents (N=40) of the National Association of School Psychologists were surveyed to develop an information base for state associations to use in the development of standards. Data indicated that in 90% of the responding states school psychologists were licensed to provide school psychological services in the public schools and agencies, but only 63% were licensed to provide services in the private sector. In 95% of the states, a state education agency was responsible for regulating public school practice, but many provided no standards for those services. The findings indicate that services in the private sector are generally regulated by some type of licensing board which usually sets standards. The survey instrument is appended along with a state-by-state summary of psychological services and delivery systems. (JAC)

ED221801 CG016228

Hautzinger, Martin

Interaction Patterns in Couples with a Depressed Partner.

Pub Date Apr 82

Note-15p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis; *Depression (Psychology); *Individual Differences; Interaction Process Analysis; *Interpersonal Relationship; *Marital Instability; Negative Attitudes; *Psychological Characteristics; Psychopathology; *Spouses

Recently, research has been conducted using an interactional understanding of depression, which views depression as a disorder exacerbated by a pathogenic social system. The interaction between intimate social partners seems especially relevant. Couples (N=26) participated in a study of depressed out-patients and their spouses and a matched control group of couples who had no depressed partner but who were suffering from marital problems. Eight interactions between each couple were analyzed. Results showed that couples with a depressed partner were significantly different from control couples. The interaction between couples without a depressed partner was positive, supportive, synchronical, and reciprocal. In contrast, the couples with a depressed partner showed an uneven, negative, asymmetrical interaction. The depressed partners complained about negative feelings and were self-centered. Their nondepressed partners expressed positive feelings and self-esteem. The findings are in congruence with an interactional understanding of depression. (Author/JAC)

ED221844 CS006839

Metamorphosis: Challenging the Gifted Reader.

Oklahoma State Dept. of Education, Oklahoma City.
Pub Date 82
Note-227p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Academically Gifted; Cognitive Ability; Elementary Secondary Education; *Individualized Reading; Learning Activities; Questioning Techniques; Reading Ability; Reading Achievement; *Reading Assignments; *Reading Instruction; Reading Material Selection; *Reading Skills

Recognizing the importance and difficulty of meeting the needs of the gifted reader in the regular classroom, this resource guide is designed to give the classroom teacher activities to use with the gifted reader. After the introductory sections describing the purpose and philosophy of the guide and a short presentation on the levels of thinking taxonomy that is the basis for many of the guide's activities, the manual provides a progression of research skills that are integrated as research is learned. The second section includes a series of questions based on a taxonomy of thinking skills that can be used with individuals or groups for books on different reading levels. Lists of award-winning and classic books make up the next section, while the following section provides the regular classroom teacher with stimulating ideas to enrich learning experiences for gifted readers; however, the guide contends that these same activities could benefit the entire class. The research booklet of the final chapter stimulates students to use higher levels of questioning. A bibliography and a form for teacher evaluation of the guide are also provided. (JL)

ED221887 CS207229

Collins, Alexandra

Speak and Write: Write and Speak. The Value of a Combined Approach to Communication Skills.

Pub Date Oct 82
Note-12p.; Paper presented at the Annual Meeting of the Pacific Northwest Regional Conference on English in the Two-Year College (Salem, OR, October 14-16, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication Skills; Higher Education; *Integrated Activities; *Speech Instruction; *Speech Skills; *Teaching Methods; Technical Writing; *Writing Instruction; *Writing Skills
Identifiers-Audience Awareness

Writing and speaking are so closely integrated that educators can no longer continue to isolate them for separate study. Students can benefit from the teaching of writing and speaking simultaneously in that they learn to develop personal expression in more than one medium and gain a sense of immediate feedback. By recognizing that meaning implies the total context of the speaker, message, audience, and nonverbal factors, students are able to clarify their written communication, knowing that they must point out the pattern of their thoughts to their readers. While teachers demand that technical writing students consider the background and knowledge of their audience to connect with that audience, they give students few specific instructions on how to accomplish this. The audience in a speech class can give these students the feedback that allows them to design their material for a particular situation. For a class of remedial students, speaking the writing assignment aloud can become a major break-through in improving writing skills. While this combined approach will not work in all kinds of teaching situations, such as in larger classes or with excellent writers who are poor speakers, communication in the 1980s will require that the speaker's voice be put back into writing. (HTH)

ED221987 EC150055

Defined Diets and Childhood Hyperactivity. National Institutes of Health Consensus Development Conference Summary, Volume 4 Number 3.

National Institutes of Health (DHEW), Bethesda, Md.; National Institutes of Health (DHHS), Bethesda, Md.

Pub Date Jan 82

Note-7p.; NIH Consensus Development Conference (Bethesda, MD, January 13-15, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns; Conference Papers; *Dietetics; Food; *Hyperactivity; *Nutrition; *Research Needs

The paper presents a summary of the findings from a 1982 conference held by the National Institutes of Health on the issue of diets and hyperactivity. Six questions are addressed, touching on the nature of hyperactivity and its quantifiable measurement, defined diets, empirical evidence regarding the effects of these diets on hyperactivity, possible biological explanations to support an effect of defined diets on hyperactivity, circumstances for implementing diets, and directions for future research. Among conclusions reached by panel members (who included representatives of biomedical research, psychiatry, pharmacy, education, and environmental law) were that the cluster of symptoms known as hyperactivity does not represent a single disease; research evidence is not adequate; and a defined diet should not be initiated until thorough diagnosis and evaluation and a consideration of all options have taken place. Further research is advocated in the areas of epidemiologic studies, diet, psychosocial/behavioral issues, and animal studies. (CL)

ED222041 FL013202

Suetopka-Duerre, Ramona N.

A Case Study of Implementing Alaska's Bilingual Education Policy.

Alaska Univ., Anchorage. Arctic Environmental Information and Data Center.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Apr 82

Grant-NIE-G-81-0027

Note-161p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Alaska Natives; Bilingual Education; *Bilingual Education Programs; Case Studies; *Educational Policy; Elementary Secondary Education; Eskimos; Federal Regulation; Government School Relationship; *Program Implementation; School District Autonomy; State Legislation

Identifiers-Alaska

The implementation of Alaska's bilingual-bicultural education policy in the Lower Kuskokwim School District, which serves a predominantly Eskimo population, was investigated. The research objectives were to describe policy implementation, analyze problems with implementation, and explain why the local programs diverged from the intent of state policy. Participants' views of the implementation process were determined through interviews, observation, and document analysis. The interviews were conducted among school administrators, bilingual teachers, school personnel, school board members, high school students, and parents. Based on examination of 10 local programs, state policy appears to have fostered 3 basic approaches to bilingual program development: transitional enrichment, enrichment maintenance, and enrichment restoration. Each approach suffers from four major implementation problems: vague goals, lack of state personnel to monitor enforcement, inadequately trained personnel, and lack of guidelines for evaluating program outcomes. Broad policy guidelines such as those of Alaska provide flexibility for local implementers to develop programs according to local needs. Thus, variations among local programs occur which may be inconsistent with federal policy goals. Alaska bilingual education regulations and a bibliography are appended. (Author/RW)

Planning for Quality. Papers presented at the Annual Meeting of the North East Association for Institutional Research (8th, Princeton, New Jersey, November 5-7, 1981).

North East Association for Institutional Research.
Pub Date Nov 81
Note-329p.; Some tables may not reproduce well due to marginal legibility of original document.
Available from-North East Association for Institutional Research, 815 Kehoe Bldg., SUNY, Plattsburgh, NY 12901 ($10.00).
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Accreditation (Institutions); Alumni; Career Choice; College Administration; College Admission; College Choice; College Faculty; *College Planning; College Students; Computers; *Educational Quality; Enrollment Projections; Graduate Study; Graduate Surveys; *Higher Education; *Institutional Research; *Long Range Planning; Marketing; Military Schools; Student Personnel Services; Tenure

The proceedings of the annual conference of the North East Association for Institutional Research, whose theme was "Planning for Quality," are presented. The 26 papers were divided into the following topics: admissions, assessment, enrollment, faculty and staff, outcomes, planning, programs and retention, the environment, and the field of institutional research. Among them are: "Analyzing the Inquiry Pool to Develop Positioning Strategies: Application to Two Universities" (Robert S. Lay and David W. Bradley); "An Approach to Studying Student Preference of College and Future Enrollments" (Glenwood Rowse); "COMP As a Measure of Educational Impact" (Kendy Maccoll Rudy); "The Effects of Skills Measures on Student Retention" (Frank Rusciano); "An Experiment in Using ACT-COMP" (Lois Torrence); "A Computer Model for Long Range Enrollment Planning" (David Bradley, Peter Farago, and Carolyn Shettle); "Enrollment Projections: A Model for the Regional Public Institution with a Non-traditional Student Population" (Robert M. Karp); "Estimating Fall Enrollments and FTE's Using a Student Flow Model" (Louis Spiro); "A Model for Projecting Tenure Density at the Institutional Level" (Christos Theophilides); "Career Maturity, Locus of Control, and Job-Seeking Behavior in the Initial Employment of College Graduates" (Kathleen Day Hulbert); "The Role and Scope of Institutional Research in the State University Planning and Budgeting" (Thomas Freeman and Kathleen Kopf); "Cross-Impact Matrix Approach for the Generation of Academic Planning Models" (Edward Jordan); "Degree Patterns--An Indicator of Institutional and State Responsiveness" (Donald Hester); "Reaganomics and Research" (John P. Joyce and Beverly A. Joyce); "Institutional Research and Accreditation at the Defense Intelligence School" (Hugo A. Keesing); "Institutional Research Without a Computer--Student Characteristics: Collection, Assimilation, and Application" (Kathleen O'Reilly); and "Institution-Based Interinstitutional Research: Boon or Burden" (Dwight Wolf). (LC)

ED222137 HE015549

Education: Texas' Resource for Tomorrow. Report of the Governor's Committee on Education beyond the High School.
Texas Governor's Committee on Education Beyond the High School, Austin.
Pub Date 31 Aug 64
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education; *Advisory Committees; Educational Facilities Planning; *Educational Finance; *Financial Policy; Governmental Structure; Government School Relationship; *Higher Education; Money Management; Needs Assessment; Private Colleges; Public Policy; State Aid; State Colleges; State Government; *State Legislation
Identifiers-*Blue Ribbon Commissions; *Texas

Reponsibilities of the Governor's Committee on Education beyond the High School, which was created in 1963 by Governor John Connally of Texas, are outlined. In addition, the creation of a Joint Advisory Committee on Government Operations in 1975 by the 65th Texas Legislature and a Special Committee on Higher Education Financing in Texas by the 66th Legislature are addressed in separate publications. Responsibilities for the Governor's Committee on Education beyond the High School include study of: the needs in Texas for educational opportunities beyond the high school during 1963-1973; present and potential resources of existing institutions and systems; and needed facilities and programs. The Joint Advisory Committee on Government Operations, as discussed in an excerpt from "Joint Advisory Committee on Government Operations: Final Report to the Governor of Texas and Members of the Sixty-Fifth Texas Legislature," (January 1977), was created to promote the economical delivery of services provided by state government by means of a comprehensive review of governmental structure and administration. Attention is directed to the cost-effectiveness improvement efforts and the structure and operation of the committee, results of a review of higher education costs and operations, and financing college construction. Finally, the proposed creation of a Special Committee on Higher Education Financing in Texas is outlined in "Senate Concurrent Resolution, S.C.R. No. 101." This committee would pay special attention to issues of facility financing, the impact of declining enrollments, the future of formula financing, and the adequacy of financial administration. (SW)

ED222171 IR010404

Sarenpa, Dennis E.

Computer-Based Education Project Management.

Pub Date May 82

Note-13p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Dallas, TX, May 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty; *Computer Programs; Educational Media; Higher Education; Instructional Design; Microcomputers; *Program Administration; Programing; Publishing Industry; *Teamwork

Identifiers-Editors; *Electronic Publishing

In this paper a rationale is presented for the formation of teams of college faculty (subject experts), computer programmers, and instructional designers to develop instructional software for use with classroom and laboratory microcomputers. The advent of an "electronic publishing" industry, one of the major products of which is educational computer programs, is described. The appeal to young college faculty members of electronic publication of educational software as an alternative to conventional publication is also discussed. Emphasis is placed upon the role of management in the success of instructional software development projects. The chief functions of development team members are outlined; the reasons for careful management of the team are analyzed; the expectations of electronic publishers in relation to software development teams are summarized; and the questions a project manager should ask of an electronic publisher are listed. Some of the pitfalls to be avoided in the management of development efforts are also discussed. (JL)

ED222192 IR010428

Vinberg, Anders

Designing a Good Graph.

Integrated Software Systems Corp., San Diego, CA.
Pub Date 80
Note-38p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cerebral Dominance; Charts; *Computer Graphics; Data; *Design Requirements; Graphic Arts; *Graphs; *Visual Perception
Identifiers-Graphic Records

Although computer graphics professionals usually consider only technical graphic design issues, recent improvements may make the only limiting design factors the user's purpose, imagination, style, and taste rather than computer hardware or software technology. Computer graphics designers can be helped to avoid pitfalls by understanding the visual processing functions of the brain and the way humans perceive graphs. Graphics should be designed to enhance analysis by the right brain to avoid misleading and confusing visual effects. For example, unnecessary labeling and grids and poorly chosen line weight distract the right brain's visual perception. In this case, visual impact may be enhanced by minor layout changes. Although technical problems may still affect adaptation of information to a display medium, computer graphics designers should learn to study visual effects and have a computer-based tool available to allow experimentation with such effects during the initial design stages. The points discussed in this paper are illustrated with numerous examples of different types of graph designs, and their implications are discussed. (LMM)

ED221674 CE033643

Aircraft Electrical Repairman, 2-1. Military Curriculum Materials for Vocational and Technical Education.

Air Force School of Applied Aerospace Sciences, Chanute AFB, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 78

Note-579p.

EDRS Price - MF03/PC24 Plus Postage.

Descriptors-*Air Transportation; Autoinstructional Aids; Behavioral Objectives; Electrical Occupations; *Electrical Systems; *Electricians; Electricity; Electronics; Individualized Instruction; Learning Activities; Pacing; Postsecondary Education; *Repair; Safety; Secondary Education; Textbooks; Trade and Industrial Education; Workbooks

Identifiers-Military Curriculum Project

This three-volume textbook and three student workbooks for a secondary-postsecondary level course in aircraft electrical repair comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the individualized, self-paced course is to provide the theory part of on-the-job training to upgrade an apprentice (semi-skilled) worker to a specialist (skilled level). The course contains basic information and some supervisory training but requires that the student have background in basic electricity and electronics. Volume 1 (seven chapters) covers flight-line safety, major aircraft systems and electrical maintenance and inspection, portable test equipment, electrical circuit functions, solid state control circuits, and application of electron tubes. Volume 2 (six chapters) discusses aircraft batteries and servicing equipment, power system test equipment, DC generator systems, transformer-rectifier power systems, AC generator systems, and motors and inverters. Volume 3 (six chapters) covers landing gear and associated systems, flight control electrical systems, warning circuits, fuel systems, power plant and related control circuits, and utility systems. Workbook contents include objectives, chapter review exercises and answers, and volume review exercises. (YLB)

ED221693 CE033768

Walls, Thomas J.

Assessing the Vocational Educational Needs of Trainable Mentally Retarded Secondary School Students. Final Report, 1981-1982.

Mercer County Vocational-Technical Schools, Trenton, N.J.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date 82

Note-49p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Needs; Employment Opportunities; *Employment Potential; Job Skills; *Moderate Mental Retardation; Needs Assessment; Postsecondary Education; Secondary Education; *Vocational Education; *Vocational Schools

Identifiers-*New Jersey (Mercer County)

A study was conducted to determine the following: (1) the needs of the trainably mentally retarded (TMR) population to be served by Mercer County (New Jersey) Vocational Technical Schools; (2) jobs in the community that might be available for graduates of the program and specific training relevant to those jobs; (3) agencies and institutions that could provide support services for TMR students; and (4) a curriculum that could be developed and implemented. In order to fulfill these objectives, a needs survey was developed for TMR students, their parents, and teachers, as well as for local businesses. A list of businesses in Mercer County was compiled, and these businesses were sent the survey. Parents were interviewed by telephone, and TMR students were interviewed in person. Fifty-three businesses responded with 30 TMR parents interviewed and 25 former and 15 present TMR students responding to the survey. Tabulation and analysis of the responses showed the following: a need for vocational training for TMR students in Mercer county; training to be conducted by Mercer County Vocational Technical Schools; a positive feeling by employers for hiring TMR students once the trained TMR students improve their employability skills. These needs will be addressed by Mercer County Vocation Technical Schools over the next few years. (KC)

ED221825 CS006806

Bean, Thomas W.

Critical Reading: A Guide for Faculty and Students in Economics and History. Final Report, Second Year.

California State Univ., Fullerton.

Spons Agency-California State Univ. and Colleges, Los Angeles. Office of the Chancellor.

Pub Date Sep 82

Note-42p.; For related document see ED 205 925.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Advance Organizers; *Critical Reading; *Directed Reading Activity; *Economics; Higher Education; Minicourses; Program Descriptions; *Study Guides; Study Skills; *Supplementary Reading Materials; *Western Civilization

Identifiers-California State University Fullerton

The first year of California State University's program to improve university students' critical reading of introductory texts had two objectives: to develop professors' available repertoire of strategies for guiding students' independent learning from texts and to develop students' facility in learning from texts with adjunct guide materials (including study guide questions, graphic organizers, vocabulary, and selective reading guides). The second year of the project aimed to develop critical reading guide materials for the second half of a western civilization course and related minicourse and to develop critical reading guide materials and a minicourse for a section on economics. This report summarizes the results of the second year of the project in eight subsections: (1) project background and philosophy, (2) second year objectives, (3) planning phase, (4) dissemination efforts, (5) implementation phase, (6) minicourse results for history, (7) minicourse results for economics, and (8) conclusions and recommendations. Among the appendixes are a study group format for the minicourse on economics, selective reading guides for the economics and history courses, and a graphic organizer for history. (HOD)

ED221928 EA015000

Eberts, Randall W.; Pierce, Lawrence C.

The Effects of Collective Bargaining on Public Schools in Michigan and New York. An Occasional Paper.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Note-108p.; For a related document, see ED 197 493.
Available from-Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($3.50; quantity discounts).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Collective Bargaining; *Contracts; Decision Making; Declining Enrollment; Educational Quality; *Educational Resources; Elementary Secondary Education; Faculty Mobility; Outcomes of Education; *Resource Allocation; State Surveys; Tables (Data); Teacher Employment Benefits; Teacher Influence; Teacher Salaries; Unions
Identifiers-*Michigan; *New York

Research findings from a study of collective bargaining in New York and Michigan school districts indicate that collective bargaining does have a significant impact on the allocation of resources in ways that affect student learning. These findings support hypotheses based on the theory that collective bargaining will make a difference in resource allocation when the preferences of teachers and management do not coincide. The hypotheses state that, without collective bargaining, management responds to the preferences of marginal teachers (those mobile enough to quit if dissatisfied) because inframarginal teachers (those less mobile) pose less of a threat to district stability. Moreover, inframarginal preferences are more effectively represented when teachers are unionized, and strong unions can significantly alter the outcomes of contract negotiations, affecting teacher control over instructional spending. The research examines relationships among the following factors: union affiliation, district characteristics, kinds of contract provisions, and numbers of contract provisions. Special attention is paid to the impact of enrollment decline on union intersts in collective bargaining. The study found that the stronger the union, the more items covered in the contract, the more resources allocated to instruction, and the more control exercised by teachers in district decision-making. (Author/PGD)

ED221968 EC143299

Jaben, Twila H.

The Effects of Creativity Training on Learning Disabled Students' Creative Written Expression.

Pub Date Mar 82

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Best available copy.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Creative Development; *Creativity; *Divergent Thinking; Intermediate Grades; *Learning Disabilities

The effects of a 14 week creativity training program (the Purdue Creative Thinking Program) on the creativity in written expression of 25 learning disabled (LD) students (11 to 12 years old) was measured. The program consisted of 28 audio tapes and printed exercises designed to foster divergent thinking in areas of verbal and figural fluency, flexibility, and originality. A typical session consisted of a 3 to 4 minute segment designed to teach a principle for improving creative thinking, a 10 to 12 minute story about a famous American pioneer, and three or four exercises based on the story content. Analysis of pre- and post-tests on the Torrance Tests of Creative Thinking revealed that Ss in the training group made significantly higher scores than a control group on verbal fluency, verbal flexibility, verbal originality, and the total verbal creativity score. (CL)

Pearl, Ruth; Bryan, Tanis

Learning Disabled Children's Self-Esteem and Desire for Approval.

Pub Date Mar 82

Note-11p.; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities (Chicago, IL, March 3-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education; Interpersonal Competence; *Learning Disabilities; *Self Esteem; *Self Evaluation (Individuals); *Social Behavior; *Student Attitudes

The study investigated whether learning disabled fifth, sixth, and seventh graders who were given an easy opportunity to look good would be as likely to take the opportunity as other children. Ss were given the Children's Social Desirability Scale, a questionnaire which lists a series of statements which indicate exaggerated claims of socially desirable behaviors and occasional lapses in socially desirable behavior. Children's scores indicated the extent to which they try to present themselves as perfect, i.e., the extent to which they claim that they always behave in a socially desirable way and deny that there are any lapses. A second measure was given to assess Ss' self esteem. Results from the Social Desirability Scale indicated that the learning disabled children were as desirous of "looking good" as nondisabled children. Findings suggested that when learning disabled children are found to behave differently in social situations than other children, it is unlikely that these differences arise because of lack of motivation on the part of the children to behave in a socially approved way. The lack of differences between learning disabled and nondisabled children on the self esteem scale replicated the findings of previous research. (SW)

ED222084 FL013266

Sunday, Betty R.

Cohesive Characteristics of Sample Texts Produced by Secondary Bilingual Students.

Pub Date 82

Note-27p.; Paper presented at the Conference of the Ohio TESOL-Association for Bilingual/Multicultural Education. (Dayton, OH, October 15-16, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Students; *Cohesion (Written Composition); Connected Discourse; *Discourse Analysis; *English (Second Language); Error Analysis (Language); Grade 9; Language Skills; Secondary Education; Second Language Learning; Semantics; *Writing (Composition)

The Halliday and Hasan (1976) method of categorizing semantic units was used to analyze the cohesive strategies used by secondary students learning English as a second language. The method involves classifying and charting the network of semantic relationships, the types of cohesive devices, and the number of breaks in the flow of a text or discourse. The major types of cohesive devices include reference, substitution, ellipsis, conjunction, and lexical items. Samples of text and discourse from ninth graders and the application of the method to these texts are provided. Analysis of student texts yields information on students' ability to produce explanations in terms of number of cohesive relations, distances between cohesive items, deviant cohesive forms, and problem areas. Although this method is too time consuming to be used as a classroom tool, it can provide researchers with information on both errors and mastery of cohesive devices. (RW)

ED221713 CE033891

Housing Curriculum Guide, Grades 6-12 and Adult. Bulletin No. 1680.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Pub Date 82
Note-281p.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Behavioral Objectives; Course Content; Curriculum Development; Educational Resources; Family Environment; Home Economics; Home Furnishings; *Housing; Housing Deficiencies; *Housing Needs; *Learning Activities; Postsecondary Education; Secondary Education; State Curriculum Guides; *Units of Study; Vocational Education
Identifiers-*Louisiana

This curriculum guide presents concepts related to housing that could aid in decision-making about housing, improving the environment in homes, and preparing students to meet housing needs as they occur throughout life. It is intended to be used by teachers in Louisiana who plan individual units to meet the needs of their students on various levels. Concepts and sub-concepts related to housing as it might be taught in home economics programs are arranged at the beginning of the guide into a conceptual framework to show the relationships among them. Five major conceptual areas are covered in the guide: housing choices, economics of housing, housing management, home planning, and housing trends. These concepts are arranged to be taught on five levels: beginning housing (grades 6-9); housing--home economics I (grades 9-10); housing--home economics II (grades 10-11); housing--semester course (grades 11-12); and housing--modules (grades 12 and adult). From this conceptual framework, a scope and sequence outline is provided for each level. For the concepts on each level, topics, objectives, content areas, learning activities, evaluation experiences, and teaching resources are suggested. Also included are activities for Future Homemakers of America (FHA) related to the various topics. (KC)

ED221754 CE034079

Long, Eugene S.

Bilingual Vocational Instructor Training at California Community Colleges: A Guide to Implementation and Resources.

San Jose City Coll., Calif.

Pub Date 1 Oct 82

Note-41p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education; *Community Colleges; Educational Benefits; Educational Needs; Educational Objectives; English (Second Language); Guidelines; Models; Postsecondary Education; Program Descriptions; *Program Implementation; Resources; Services; *Teacher Education Programs; Two Year Colleges; *Vocational Education Teachers

Identifiers-*California

This guide describes the implementation of vocational instructor training in California community colleges. Covered in a background section are the following topics: the federal program in bilingual vocational education, bilingual vocational instructor training, the goals and methods of bilingual vocational education, and bilingual vocational instructor training at San Jose City College and other California community colleges. Following a discussion of the need for such programs, their benefits to the community college are outlined. Examined in a section on program implementation are the instructional program, staffing, funding, and planning. Provided next are models for bilingual vocational instruction and for vocational English as a second language. Various program support services are described. Appended to the guide is a brief bibliography of pertinent resources. (MN)

ED221866 CS207188

Felker, Daniel B.; And Others
Guidelines for Document Designers.
American Institutes for Research, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
Pub Date Nov 81
Contract No-400-78-0043
Note-106p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Design Requirements; *Government Publications; Guidelines; *Layout (Publications); *Readability; *Sentence Structure; *Writing (Composition); Writing Research
Identifiers-*Document Design Project

Intended to improve the quality of public documents by making them clearer to the people who use them, this book contains document design principles concerned with writing documents that are visually distinct, attractive, and easily understood. Following an introduction, the major portion of the book presents the 25 principles, each of which includes a guideline that explains the principle, provides examples, and offers common sense advice. The principles are divided as follows: (1) text organization, (2) sentence writing, (3) typography, and (4) graphic design. The final portion of the book summarizes some of the research that has been done on each of the principles. (HTH)

ED221909 CS503991

Becker, Samuel L.

The Historical Origins of Mass Communication Research in Our Field.

Pub Date Nov 82

Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Research; Educational History; *Films; Higher Education; Mass Media; *Media Research; *Radio; *Research Methodology; *Speech Communication; Speech Curriculum

Identifiers-Gallup (Poll); Lazarsfeld (Paul); McLuhan (Marshall); Park (Robert)

The seeds of mass communication research in broadcasting were extracurricular, not academic, inspired by experimental campus radio stations. Prior to the mid-1930s, radio research was scarce. Until World War II, radio speech was the most important topic, followed by articles on how to use radio for improving instruction. There are three increasingly likely explanations for this narrowness of scope: (1) teachers viewed broadcasting in terms of public address rather than from a theory of behavior, (2) speech was just establishing itself as a legitimate field, and (3) the idea of programatic research was alien to departments of speech. As a result, most early scholarship on broadcasting and communication was done in other departments. Paul Lazarsfeld's development of panel analysis and uses and gratifications studies and Robert Park's and George Gallup's work in public opinion research were especially important early influences. Motion picture research lagged well behind broadcasting research, but it too was influenced by earlier work outside the field, particularly literary and art theory. The disillusionment with mass communication research in the 1950s mirrors the disillusionment with the power of mass media itself. Marshall McLuhan's controversial work in the 1960s rekindled widespread interest in broadcasting research. (JL)

ED221948 EA015069

Stockard, Jean; And Others

Sex Equity in Educational Leadership: An Analysis of a Planned Social Change Project.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date 82

Note-130p.

Available from-Publications, WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($4.75).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Administrator Education; *Change Strategies; Elementary Secondary Education; Employed Women; *Equal Opportunities (Jobs); Graduate Students; Higher Education; Intervention; Leadership Training; Models; Program Effectiveness; Program Implementation; *School Administration; Sex Bias; *Sex Fairness; *Social Change; Tables (Data)

Identifiers-*Oregon; *Sex Equity in Educational Leadership

The Sex Equity in Educational Leadership (SEEL) project was designed to develop a model for achieving sex equity in school administration in Oregon that could then be adopted by other states. This volume is one of three final documents produced by the SEEL project. The first chapter, describing the project as it was originally conceived, is followed by a discussion of the project site, funding agency, special skills and interaction of staff members, and the changes that occurred over the years in the activities proposed to implement change. Chapters 3 to 5 examine in detail the various change attempts and assess their effectiveness. These include efforts to raise individuals' awareness of sex inequities in education and to encourage individual women to aspire to administrative careers; activities designed to alter the organizational practices and procedures that have helped maintain the sex imbalance in administration; and attempts to deal with the hiring process. The last two chapters explore the legacy left by SEEL for possible future change and develop recommendations for others. The appendix contains the raw data and complete results of analyses of quantitative comparisons of the sex ratio on administrative jobs, in administrative training programs, and in state and national convention programs. (Author/MLF)

ED221988 EC150056

Bond, Carole L.; Dietrich, Amy

Survey of Teacher Attitudes toward the Role of the Resource Program.

Pub Date 13 Nov 81

Note-14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (10th, Lexington, KY, November, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities; Knowledge Level; *Mainstreaming; *Resource Room Programs; *Special Education; Surveys; *Teacher Attitudes

As a result of a pilot program developed to foster communication between the regular class teacher and the special education resource teacher, a survey was completed by 103 teachers. Surveys were then statistically analyzed to determine the attitudes of the regular classroom teacher toward the special education resource program. Teachers were asked questions regarding their present grade level assignment and their knowledge/experience regarding special education. None of the items related to grade level, having special education students in the classroom, coursework in special education, or knowledge of special education resource programs had a significant effect on total scores. Among other findings were that while 98 percent responded in favor of continual communication between regular class and special education resource teachers, only 74 percent believed that the regular class teacher had any obligation to inform the resource teacher of new concepts for which the resource student would be responsible or for the tests the student must take; and that although 98 percent had resource students mainstreamed into their classes, less than 50 percent had ever taken a special education course. (CL)

ED222006 EC150074

Cooper, Joy Hicks

Planning for a Culturally Sensitive Program.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No-TADScript-3

Pub Date 81
Contract No-300-80-0752
Note-24p.; For related documents, see EC 150 072-077.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cultural Differences; *Curriculum Development; *Educational Needs; *Educational Philosophy; Elementary Secondary Education; Ethnic Groups; Minority Groups; Preschool Education; *Program Development

Intended for administrators, program planners, teachers, paraprofessionals and other personnel involved in special education, the booklet provides guidelines for working with culturally diverse children. Three philosophical positions regarding the culturally different are separatism (which maintains that children should be separated from one another on the basis of their ethnic gackground), the melting pot approach (which states that culture traits from distinct cultural groups should be allowed to merge), and cultural pluralism (which proposes that values, standards, and worth of all cultures must be allowed to exist within one society). Cultural pluralism is probably the most compatible with the national trend toward individualized programs for special preschoolers. Ten special needs in programs for culturally diverse children include the need to acknowledge whites from low socioeconomic backgrounds as culturally different, the need to expand program content to reflect the cultural variety of the population, and the need to involve parents in educating their children. In working with special preschoolers from minority backgrounds, it is important to keep in mind the fact that curriculums in special education have been systems of highly varied learning experiences with clearly articulated goals and objectives with the purpose of helping each child function better in the environment. Among the criteria for selecting curriculums are relevancy of goals, comprehensiveness, provisions for individualized and group instruction, remedial focus, validity and reliability, appropriateness, functional purpose, and the child's home, community and language. In modifying curriculums for culturally different children, different materials and languages, styles, and expectations need to be explored. A list of programs using three models (diagnostic-prescriptive, Piagetian, and behavioral) is appended, and a bibliography is offered. (SW)

ED222064 FL013230

Konig, Fritz H.; Vernon, Nile D.
Advancing "Advanced Conversation."
Pub Date 82
Note-9p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Louisville, KY, April 22-24, 1982). In:

ESL and the Foreign Language Teacher.
Available from-Not available separately; see FL 013 228.
Document Not Available from EDRS.
Descriptors-*Advanced Courses; Class Activities; Classroom Techniques; *Communicative Competence (Languages); *Conversational Language Courses; Group Activities; Higher Education; Instructional Design; Instructional Materials; Interpersonal Relationship; *Language Fluency; Peer Relationship; *Second Language Instruction; Small Group Instruction; Speech Communication; Teaching Methods

Criteria for developing an advanced conversation course for second language learners are examined. It is suggested that the teacher needs to approach the development of the course with an awareness that most students enrolled will probably be suffering from an acute lack of self-confidence when conversing in the target language. The proposed criteria are as follows: (1) have students work in groups (ideally four to a group in a class that should maximally have 20 students about 75 percent or more of the time; (2) have a plan for each class, as well as a master plan for the course, but allow the students a major role in deciding on the direction they want to follow with the assignments; (3) use only those materials that allow for individual expression and creativity; (4) have as the daily and long-range objectives of the course self-improvement and interpersonal communication; and (5) require self- and peer-group evaluation. It is suggested that it is preferable to hear a student commit several linguistic mistakes in a single statement while expressing individual thoughts than to hear the student struggle to find the right person, tense, gender, or case while the impact of the thought as well as the interest of those listening have diminished. It is claimed that through interpersonal communication, confidence will increase and will result in more experimentation and self-improvement, which in turn should lead to more linguistic precision and greater fluency. Two classroom exercises are included. (SW)

ED222120 HE015521

Student Migration Into and Out of Connecticut. BHE Reports, R-5-82.
Connecticut State Board of Higher Education, Hartford.
Pub Date Aug 82
Note-16p.; For related document see HE 015 520.
Available from-Connecticut Board of Higher Education, 61 Woodland Street, Hartford, CT 06105.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Choice; *College Students; Comparative Analysis; *Geographic Distribution; Graduate Students; Higher Education; In State Students; *Out of State Students; Place of Residence; Professional Education; *School Location; *Student Mobility; Undergraduate Students
Identifiers-*Connecticut; New York

Information on the migration patterns of Connecticut undergraduate students, graduate students, first-professional students, and unclassified students in fall 1979 are examined. In addition, comparative data are provided on the migration of students into Connecticut in fall 1979 and fall 1981. Findings include the following: in fall 1979, 30.1 percent of all Connecticut residents who registered in institutions of higher education as first-time students at all levels enrolled in out-of-state institutions; Connecticut ranked fourth, behind New Jersey, New York, and Illinois, in total net migration in fall 1979; a total of 13,168 more first-time students left Connecticut than migrated into the state that year; in fall 1979, 64.2 percent of Connecticut's residents who enrolled as first-professional students went out of state; at the graduate level, 27.2 percent of first-time students were enrolled out of state, compared to 33.6 percent of freshman undergraduates; Massachusetts attracted the most Connecticut residents at the undergraduate and first-professional levels, while New York enrolled the most Connecticut residents as first-time graduate students; New York provided the largest number of first-time students migrating to Connecticut at all levels of enrollment; and in fall 1979, 72.9 percent of out-migrating Connecticut students enrolled in independent institutions, while 79.6 percent of in-migrating students enrolled in Connecticut's independent institutions. Data do not include foreign students or students originating in U. S. territories, except where indicated. (SW)

ED222154 HE015597

Van Fleet, David D.; Chamberlain, Howard

Persistent Ratee Contaminants in Performance Appraisal.

Pub Date 82
Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Evaluation Methods; *Faculty Evaluation; Higher Education; Questionnaires; *Rating Scales; Research Problems; *Student Evaluation of Teacher Performance; Teacher Effectiveness; *Validity

The hypothesis that conventional approaches to evaluating contaminants in performance appraisal overlook important individual ratee effects was examined. A rating form was developed that consisted of the following dimensions and behaviors: warmth; guided discourse or indirect teaching methods; control of subject matter; enthusiasm and reinforcing; organizing and managing; presenting and explaining; evaluating; and advising and counseling. Administration of the form to evaluate 23 instructors resulted in approximately 1,500 observations per semester. The reliability of the form and its factor stability were assessed, and possible contaminants were checked to assure that the evaluations were more likely to result from the instructor's performance than from student or course factors. It was found that 8.6 percent of the instructor ratees had persistent and significant contaminants associated with their evaluations; a looser definition of "persistent" pushes the figure to 34.7 percent. It is suggested that the evaluations may not be assessing performance accurately because of ratee contaminants, including expected grade in the course, the time at which the course begins, the time and effort required of the student, and the student's major. These contaminants occurred in spite of the fact that the instrument was found to have face validity, factor stability, and internal consistency. It is proposed that adjustments could be made on an individual basis and only for those contaminants that are persistent for each instructor. However, what is needed is a practical decision rule that would permit users of such evaluations to make necessary adjustments in the appraisals to correct for such persistent effects. Interactions among contaminants should also be addressed. (SW)

ED222172 IR010405

Renckly, Thomas R.; Orwig, Gary

Curriculum Viewed as a Binary System: An Approach to the Determination of Sequence. A Project Report.

Pub Date 81

Note-68p.; Paper presented at the Interservice/Industry Conference on Training and Equipment (3rd, Orlando, FL, November 29-December 2, 1981).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Computer Oriented Programs; Computer Programs; *Curriculum Design; *Educational Objectives; Flowcharts; Instructional Design; *Mathematical Models; Pacing; Pilot Projects; *Vertical Organization

A description of the development and application of a hierarchical/binary model by which a curriculum may be analyzed to determine alternative instructional sequences given particular instructional objectives and limiting constraints forms the body of this report. The background of the project as part of an effort by the U.S. Navy Recruiting Command to develop training programs for 16 closely related jobs is described; the complexity of the curriculum design process is discussed; the development of an instructional objectives hierarchy is outlined; and the characteristics and uses of binary matrices, transitive relations analysis, and directed graphs (digraphs) in the ranking of instructional objectives are detailed. The method employed to establish an instructional objectives hierarchy during the project is then recounted in step-by-step fashion, drawing on the preceding examination of ranking techniques. A computer algorithm which replicates the design process presented in the report is briefly discussed. Accompanying the text are 13 figures, 4 analytical tables, a 21-item bibliography, and 2 appendices--the first, a detailed computer flowchart for developing a sequence digraph from a set of curriculum objectives and the second, an Applesoft BASIC program listing based upon the flowchart presented in the first appendix. (JL)

ED221654 CE032568

Granger, Donna Jean

The Effect of a Study Skills Workshop on the Attrition Rate in a Practical Nursing Program.

Pub Date May 82

Note-75p.; Master's Thesis, Pittsburg State University.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Persistence; *Allied Health Occupations Education; Dropout Rate; Dropout Research; *Nurses; *Practical Nursing; *Student Attrition; *Study Skills; *Workshops

Identifiers-*Wichita Practical Nursing School KS

A study examined the attrition rate in the Wichita Practical Nursing School in Wichita, Kansas, and the effectiveness of a study skills workshop in reducing the attrition rate. Using a quasi-experimental control group design, the researcher studied the attrition rates of three consecutive classes at the school. The first two classes served as control groups. Members of the third class were asked to participate voluntarily in a study skills workshop. Of the 59 students in the class, 71 percent did so. Covered in the workshop were the following topics: taking responsibility for one's own education, success and goal setting, time management, reading texts, notetaking and outlining, studying for and taking tests, helping instructors improve their teaching, and making friends. While data did not demonstrate that the study skills workshop had any effect on the attrition rate, fewer students who attended the workshop failed academically. In addition, the attitudes and enthusiasm of the students who attended the workshop surpassed those of members of the previous classes. (Appended to the study report are the workshop agenda, the results of student evaluations of the workshop, and grade scores and means for both groups studied.) (MN)

ED221733 CE033912

Pribyl, Paul F.

Salvage and Overhaul. Fire Service Certification Series. Unit FSCS-FF-15-81.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 81

Note-77p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavioral Objectives; Course Descriptions; *Equipment Utilization; *Fire Fighters; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; Teaching Guides; Units of Study

Identifiers-*Overhaul (Fire Science); *Salvage (Fire Science); Wisconsin

This training unit on salvage and overhaul is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 8-hour unit is to familiarize fire fighters with basic salvage cover operations and basic fundamentals of good overhaul work. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221778 CG016204

McCullough, C. Sue; And Others

Computer Applications in School Psychology: A National Survey.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.; National Association of School Psychologists, Washington, DC.

Pub Date 15 Mar 82

Note-66p.; An Assistance to the States Committee project.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Computer Assisted Testing; *Computer Literacy; *Computer Oriented Programs; Counseling Techniques; Counselor Educators; *Counselor Training; *Delivery Systems; Educational Diagnosis; Elementary Secondary Education; *Professional Development; Psychological Evaluation; Research Methodology; *School Psychologists

Computer technology can assist school psychologists in assessment, data management, and consultation, but there is little centralized information available about the most appropriate ways to use the computer. There is even debate about the amount of interest school psychologists have in acquiring computer skills. A nationwide survey of school psychologist practitioners, trainers, and state coordinators (N=194) was conducted to address these problems. Results showed that 92% of the total sample expressed positive attitudes toward the application of computer technology in school psychology. Those who expressed negative attitudes generally had no access to computers. Coordinators emerged as the most experienced in programming skills and also reported the greatest access to computers. Computer literacy courses were offered by 22% of the responding training institutions. Apple microcomputers were the most popular choice of school psychologists. The findings suggest that the control exercised by school psychologists over the computers in their environment will impact on their services. The appendices contain the survey data tables, a list of existing software for school psychology use, names of computer user groups, and the survey quesitonnaire instruments. (JAC)

ED221802 CG016229

Gatz, Margaret; And Others

Health and Mental Health of Older Women in the 1980's: Implications for Psychologists.

Pub Date Apr 82

Note-11p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cohort Analysis; Counselor Role; Demography; *Females; Feminism; Gerontology; *Individual Differences; *Mental Health; *Older Adults; *Physical Health; *Quality of Life; State of the Art Reviews; Stereotypes

The 1980's may be remembered as the decade of the older woman, due in part to demographics and also to public awareness heightened by the women's movement. If psychology is to exert a constructive force towards the optimization of mental health of older women, it is essential for psychologists to be aware of the limits of current knowledge and the role of stereotypes in shaping both knowledge and the lives of older women. Typical myths about older women focus on those dealing with financial status, institutionalization, mental and physical health, and sexuality. Individual differences among these women reveal the need for more diversity in intervention programs and more attention to individual needs. (JAC)

ED221845 CS006842

Lilly, Edward R.

Administrative Leadership in Reading: A Professional Quagmire.

Pub Date 25 Sep 82

Note-21p.; Paper presented at the Meeting of the District of Columbia Reading Council of the International Reading Association (Washington, DC, September 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Principals; *Reading Consultants; *Reading Programs; School Administration; Teacher Administrator Relationship

Identifiers-Theory Practice Relationship

Although some consider the administrator as primarily a manager of a school's reading program, the dominant view sees him or her as an instructional leader, setting the tone, providing the impetus, and defining the school's philosophy for reading. In this role, the administrator must work cooperatively with teachers. Inadequate background and clerical pressures, however, may prevent the administrator from fulfilling such a role. The reading consultant's role is also often inadequately defined and executed, resulting in understaffing or the assignment of duties for which the reading specialist is untrained. Given these circumstances, the following six suggestions should be followed: (1) administrators need knowledge of administrative and leadership theories, group phenomena, and social system theory; (2) they have the responsibility to provide effective learning environments; (3) school administrators and reading personnel should establish closer lines of communication with reading staffs; (4) administrators should consult with colleges and universities to strengthen their administrative and supervisory reading skills; (5) research should be undertaken to investigate the roles of specialized reading personnel; and (6) studies of schools should be undertaken to investigate factors that promote successful reading programs. (JL)

ED221888 CS207232

Frederiksen, Carl H., Ed.; Dominic, Joseph F., Ed.

Writing: The Nature, Development, and Teaching of Written Communication. Volume 2, Writing: Process, Development and Communication.

Report No-ISBN-0-89859-158-9
Pub Date 81
Note-262p.; For related document, see ED 214 204. Collection of papers originally presented at the National Institute of Education's First Conference on Writing, June 1977.
Available from-Lawrence Erlbaum Associates, Inc., Publishers, 365 Broadway, Hillsdale, NJ 07642 ($19.95 cloth).

Document Not Available from EDRS.

Descriptors-Cognitive Processes; Elementary Secondary Education; Language Acquisition; *Learning Theories; Revision (Written Composition); *Writing (Composition); Writing Evaluation; *Writing Instruction; *Writing Processes; *Writing Research
Identifiers-Reading Writing Relationship

Intended for researchers, teachers, local and national policy makers, and others interested in writing, this volume explores the processes and development of writing, particularly in the context of writing instruction. Following a preface, the introduction discusses various perspectives on the activity of writing, such as writing as a cognitive act or as a contextual activity. The articles comprising the remainder of the volume cover a variety of topics, including the following: (1) presenting writing developmentally in schools; (2) national assessments of writing ability; (3) problems and the composing process; (4) revising; (5) how children cope with the cognitive demands of writing; (6) the nature and development of children's writing; (7) rhetorical choices in writing; (8) measuring the communicative effectiveness of prose; (9) writing, text, and the reader; and (10) an approach to writing in three curriculum areas. Author and subject indexes conclude the volume. (HTH)

ED222042 FL013206

St. Clair, Robert, Ed.; Leap, William, Ed.

Language Renewal among American Indian Tribes: Issues, Problems, and Prospects.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency-National Inst. of Education (ED), Washington, DC. Dissemination and Improvement of Practice Program.; National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Report No-ISBN-0-89763-059-9

Pub Date 82

Contract No-NIE-400-80-0040

Note-164p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-American Indian Education; *American Indian Languages; American Indians; *American Indian Studies; Bilingual Education; Creoles; Cultural Education; Educational Policy; Language Attitudes; Language Maintenance; *Language Planning; Language Proficiency; Literacy; Nonstandard Dialects; Oral History; Oral Language; Pidgins; Second Language Learning

Identifiers-Comanche (Tribe); Delaware (Tribe); English (American Indian); Kiowa (Tribe); Lushootseed; Nez Perce (Tribe); Pima; Yakima (Nation)

The essays in this volume cover a range of sociopolitical aspects of Indian language planning (i.e., the politics of dialect, the role of the linguist, and the historical foundations of contemporary language problems), problems faced by the actual experiences of Indian language renewal efforts, and the relationship of Indian language renewal and Indian English proficiency. The articles include: (1) "What is Language Renewal?" by Robert N. St. Clair; (2) "Roles for the Linguist in Indian Bilingual Education," by William L. Leap; (3) "Language Renewal, Bilingualism, and the Young Child," by Dale E. Otto; (4) "Native Americans and Literacy," by Amy Zaharlick; (5) "Historical Foundations of Language Policy: The Nez Perce Case," by James Park; (6) "The Lushootseed Language Project," by Vi Hilbert and Thom Hess; (7) "Cultural Retention Programs and Their Impact on Native American Cultures," by Ralph E. Cooley and Ramona Ballenger; (8) "A Bilingual Education Program for the Yakima Nation," by Florence M. Pimms Haggerty; (9) "Phonologic Variations of Pima English," by Sharon S. Nelson-Barber; (10) "English Acquisition by Monolingual and Bilingual Pima Indian Children," by Mary R. Miller; (11) "The Educational Implications of American Indian English," by Mark S. Fleisher; and (12) "Semilingualism as a Form of Linguistic Proficiency," by William L. Leap. (EKN)

ED222193 IR010429

Nguchu, Ruth Rukunga

The Extent to Which Radio Is Used in Teaching of Home Science in Urban Primary Schools in Kenya. African Studies in Curriculum Development and Evaluation. No. 30.

African Curriculum Organisation.
Spons Agency-German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.
Pub Date 81
Note-48p.; Best copy available
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Developing Nations; *Educational Radio; *Home Economics; *Home Management; Instructional Materials; Intermediate Grades; Parent Attitudes; Questionnaires; Scripts; Surveys; *Use Studies
Identifiers-*Kenya

This study surveyed parents, headmasters, and home economics teachers from 12 primary schools in Nairobi to collect information on the extent of radio use in home economics teaching, the reasons for use or non-use, and parental attitudes toward educational radio programs in general. Upper primary (standard 4-7) home economics teachers completed a questionnaire, while information from headmasters and parents was gathered through interviews and discussions. Results based on a small sample show that few schools used home economics radio lessons and that home economics is not even taught at some schools. Many teachers trained to use radio lessons are not using the programs, and some are unaware of the programs' existence. Survey results indicate a need for more broadcast and program materials, slower program pacing, audiotapes of the programs, teacher inservice training, more radio receiving equipment, and more home economics classrooms. Conclusions suggest that additional research on the original questions concerning radio use and non-use is needed. A sample radio script on cleaning of rooms and a copy of the questionnaire for home science teachers are appended. (LMM)

ED221675 CE033674

Shaffer, Kathy M.; Hubbs, Marguerite
Employing Nontraditional Students. A Model to Place Secondary Nontraditional Students in Training Related Occupations.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
Pub Date [82]
Note-54p.; For related documents, see ED 215 225 and CE 033 675-677.
Available from-Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Employer Attitudes; *Job Placement; Job Search Methods; Needs Assessment; Networks; *Nontraditional Occupations; Program Evaluation; School Business Relationship; Secondary Education; Summative Evaluation; *Vocational Education; Vocational Followup

Developed to assist vocational students, nontraditional by sex, in finding and keeping training-related jobs, this manual contains strategies for use by all vocational educators--instructors, administrators, and placement specialists. It is intended for use with potential employers, nontraditional and traditional vocational students, advisory council members, and others involved in the placement process. The strategies for student placement are presented in six stages: building a relationship with employers, diagnosis of employer needs, acquiring relevant resources and preparing students, choosing strategies (both employer and student) to enhance placement, gaining acceptance of nontraditional students as employees, and followup and program evaluation. Each stage is overviewed, and then activities are suggested and briefly described. A resource section lists resource people and organizations. (YLB)

ED221694 CE033769

Pickens, Phyllis C.

A Comparison of Entry Level Skills in Private versus Non-Profit Allied Health Occupations in Burlington County. Final Report, 1981-1982.

Burlington County Coll., Pemberton, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date 82
Note-76p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Allied Health Occupations Education; Community Colleges; Educational Needs; Employee Attitudes; *Employer Attitudes; *Employment Potential; *Employment Qualifications; *Entry Workers; *Job Skills; Two Year Colleges; Vocational Education
Identifiers-New Jersey (Burlington County)

A study was conducted to gather and analyze data that would identify entry-level positions, personal criteria needed for employment, and any differences or similarities between large and small, private and non-profit allied health facilities, which offer numerous job classifications that relate to certificate and associate degree programs offered by Burlington County College (New Jersey). The college's Office of Research, Planning and Development; the job placement services; and the health counselor participated in identifying allied health agencies, designing the survey instrument, and scheduling interviews. Data analysis indicated that, aside from specific licensing and certification requirements, job titles and skill requirements vary among institutions. No significant differences, however, were found to exist between small and large, private and non-profit facilities regarding skill and employee attitude preferences. However, differences between employers' published requirements and actual skill and attitude preferences were found to be significant, especially in the areas of personal appearance, communications skills, and behaviors. Students and instructors need to be aware of these preferred abilities to prepare for interviewing, initial employment, and job retention. (Author/KC)

ED221755 CE034081

Burke, Patricia A.

Expanded Employment Opportunities for California Nurse Practitioners and Physician Assistants. Industrial-Occupational Health Care. Phase I, September-December 1981. Phase II, April 1982.

California Univ., Davis. School of Medicine.; Superior California Area Health Education Center, Redding, CA.

Spons Agency-Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.

Pub Date 82

Contract No-DHHS-5-U01-PE-00053-03

Note-81p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Allied Health Occupations; *Employment Opportunities; Health Needs; Health Services; Industry; *Labor Needs; Needs Assessment; *Nurse Practitioners; *Occupational Safety and Health; *Physicians Assistants; Program Development; Program Implementation; Use Studies

Identifiers-*California; Industrial Health

A two-phase study examined the utilization of physician assistants (PA's) and nurse practitioners (NP's) in industrial-occupational health care delivery in nine counties in California. Included among the areas addressed during the study were the following: the health and safety needs of industry, ways in which these needs are currently being met, how PA's and NP's can convince industry to use them to provide health care, the components of an industrial health program, and steps involved in planning and implementing an industrial health program. During the first phase of the study, researchers conducted a literature search and interviewed and administered questionnaires to 18 PA's and NP's employed by California industries. This accumulation of data resulted in the development of models for using NP's and PA's in industrial-occupational health care. In the second phase of the study, information generated from phase 1 was integrated into a questionnaire that was administered to representatives of 18 northern California industries. While all 18 respondents said that their industry would consider developing employee health and safety programs, only 11 of them had ever heard of the NP or the PA. It was concluded that NP's and PA's must do a better job of promoting their profession. (The questionnaires are appended.) (MN)

ED221867 CS207189

Document Design Project. Final Report.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency-National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Report No-AIR-75003-11/81-FR

Pub Date Nov 81

Contract No-400-78-0043

Note-130p.; Several attachments will not reproduce.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Government Publications; Higher Education; *Layout (Publications); Program Descriptions; *Readability; *Technical Writing; *Writing (Composition); Writing Instruction; Writing Research

Identifiers-*Document Design Project

The accomplishments of a team of writers, designers, and education specialists commissioned by the National Institute of Education (NIE) to suggest solutions to the problems that public documents often pose for readers are summarized in this report. Following an overview, the report offers a section on the history and rationale of the Document Design Project. The next two sections explain the research and technical assistance and training components of the project. The fourth section discusses the project's undergraduate curriculum to improve the teaching of writing, while the fifth section presents graduate programs in rhetoric and writing at Carnegie-Mellon University. Section 6 describes efforts at disseminating information about the project's work, and the report concludes with project plans beyond NIE funding. An appendix contains technical reports, publications, articles, and presentations by Document Design Project staff. (HTH)

ED221969 EC143300

Martin, David S.; And Others

Teaching Thinking Skills to Hearing-Impaired Adolescents.

Pub Date 27 Feb 82

Note-13p.; Session Proceedings from Washington Regional Conference of Educators of the Hearing-Impaired (Washington, DC, February 27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents; *Cognitive Development; *Hearing Impairments; *Intervention; *Problem Solving; Secondary Education

Identifiers-Instrumental Enrichment

A special instructional intervention program to develop cognitive skills in hearing impaired adolescent students is analyzed and described, based on a special pilot project at the Model Secondary School for the Deaf (MSSD) at Gallaudet College. The program, Instrumental Enrichment, uses special pencil and paper exercises to focus on specific strategies related to problem solving, such as projection of virtual relationships, orientation in space, comparison and contrast, analytic perception, and others. A theoretical overview of the instructional program is presented, followed with examples of specific student activities. Adaptations of the program for the special needs of the hearing impaired learner are also presented; evaluation data based on systematic observation are discussed in relation to positive outcomes in the thinking style of the experimental pilot group of students. Results are said to indicate important improvement in problem solving strategies across subject matter areas. (Author)

ED222023 EC150092

Training Activities for Preparing Students to Educate the Handicapped.
Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
Spons Agency-Department of Education, Washington, DC.
Pub Date Sep 81
Contract No-300-80-0726
Note-377p.; The document was prepared for The Iowa Association of Colleges for Teacher Education.
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Disabilities; *Individualized Education Programs; Learning Activities; Mainstreaming; *Preservice Teacher Education; Student Characteristics; *Teacher Attitudes; *Teacher Role; Teaching Methods; *Teaching Skills

Intended for use with preservice regular class teachers, the manual presents activities to provide an orientation to handicapped students. Information is included on objectives, time requirements, materials, and procedures. The first section focuses on attitudes and includes eight activities designed to help educators clarify their feelings about teaching mainstreamed handicapped students. Section 2 presents two activities regarding implications of federal legislation. Section 3, on understanding exceptional children, provides information on characteristics of persons with mental disabilities, learning disabilities, and emotional disabilities/behavior disorders. The general educator's role in the education of handicapped students is the focus of seven tasks in Section 4, including ones on the components and preparation of individualized education programs. The final section describes techniques (such as behavior management and curriculum adaptations) for educating handicapped students in the regular classroom. (CL)

ED222104 HE015347

Higginson, Linda C., Ed.; And Others

Academic Advising as a Developmental Process. Proceedings of the National Conference on Academic Advising (4th, Asheville, North Carolina, October 19-22, 1980).

Kansas State Univ., Manhattan.; National Academic Advising Association, Pomona, NJ.; Western Carolina Univ., Cullowhee, N.C.

Pub Date Oct 80

Note-82p.

Available from-National Academic Advising Association, Stockton State College, Pomona, NJ 08240.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Advising; Academic Persistence; Adult Students; Ancillary School Services; Career Planning; *College Students; Computer Oriented Programs; Counselor Role; Developmental Stages; Educationally Disadvantaged; *Faculty Advisers; Females; Higher Education; High Risk Students; Majors (Students); Peer Counseling; *Student Adjustment; *Student Attrition; *Student Development

Proceedings of the 1980 National Conference on Academic Advising are presented. The more than 50 papers are organized as general sessions, preconference workshops, and paper sessions. For the paper sessions, summaries are presented, which are either written by the presenters or the publication editors. Articles and authors include the following: "How Students Develop their Notions of Knowledge and Advice" (William G. Perry, Jr.); "Designing Developmental Advising Environments" (L. Lee Knefelkamp); "Truth-in-Testing and Its Implications for Academic Advising" (Tom Sutton, Robert Moulthrop, and Phil Rever); "Assessing Your Advising Program" (David S. Crockett); "Student Development Assessment and the Developmental Transcript" (Theodore K. Miller); "Writing Grant Proposals for Academic Advising" (Gerald V. Teague and Henry M. Carter); "SIGI-Research and Practices in a Computer-Assisted Career Planning Program" (Lila Norris); "Peer Advisement: A Working Model at the University of Wisconsin-Superior" (Charles R. Barman and Paul A. Benson); "An Integrated Advising-Career Planning Model: Description of the Model and Interpretation of Research on Its Effectiveness" (J. D. Beatty, Beverly Davis, and Bernard White); "Advising Systems: A 'Developmental' Approach to Advising the High Risk Student and Facilitating Total Development of All Students" (Wanda D. Bigham, Terry Blong, and Linda Higginbotham); "Can the Unsuccessful/Reinstated Student Be Aided in His/Her Development?" (James F. Caldwell); "Predicting Which Freshmen Will Drop Out: A Measure of College Persistence" (Calvin B. Campbell); "An Ethnographic Study of Special Student Advising" (Richard J. Cooper); and "The Placement of Students in Appropriate Level Courses and the Academic Adviser" (Marcia D. Escott). (SW)

ED222138 HE015551

Post Commission Final Draft: Recommendations of Interest to Commission.
California State Postsecondary Education Commission, Sacramento.
Pub Date 22 Jan 79
Note-7p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Role; *Community Colleges; Educational Finance; Equalization Aid; Federal Aid; *Financial Support; Government School Relationship; Local Government; Master Plans; *Postsecondary Education; Public Education; State Aid; State Boards of Education; *State Colleges; State Federal Aid; *Statewide Planning; Tuition
Identifiers-Blue Ribbon Commissions; *California

A brief overview is presented by a blue ribbon commission on the organization of elementary/secondary education and higher education in California, funding provided to community colleges, and recommendations of the California Postsecondary Education Commission regarding postsecondary education. In addition, an outline of issues facing postsecondary education in California is included. According to the commission, the master plan for higher education provides for differential functions among the three public segments of higher education: the community colleges, the state university and college system, and the University of California. The commission recommends that statewide institutional policies for the 1980's emphasize greater differentiation of functions with the three sectors (including more specialized campus missions) and greater cooperation among institutions and sectors. The commission recommends that the California Postsecondary Education Commission and the State Scholarship Commission study the relationship between current federal funding for higher education and the fee structure and financing of public higher education in California, with a view toward increasing California's share of federal education funds without placing an added burden upon lower and middle income students. The commission finds that the present concept of a state-local partnership for funding for community colleges is basically sound and recommends a mixed basis of funding for community colleges in which the state provides the major portion of funding as opposed to full state assumption of financing. Proposition 13 and the following postsecondary education issues are outlined: the problems of community college finance, adult education, student charges, and equity dilemmas in funding among the segments of postsecondary education. (SW)

ED221826 CS006809

Seminoff, Nancy Wiseman

Characteristics of Written Questions in Selected American History Textbooks: An Investigation.

Pub Date Nov 81

Note-50p.; Paper presented at the Meeting of the National Council for the Social Studies (Detroit, MI, November 21-24, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Content Analysis; *Inquiry; Junior High Schools; *Questioning Techniques; Reading Comprehension; Social Studies; Textbook Content; *Textbook Research; *United States History

Given the important role written questions have as a teaching strategy and their apparent use in textbooks, this study examined the written questions posed in representative American history textbooks intended for students at the seventh and eighth grade levels. Ten textbooks were randomly selected from a larger group of texts. Three chapters in each of the 10 texts were then randomly selected and the questions in each chapter identified. A seven-point scale was devised to describe the clarity, objectivity, and structure of each question. The same scale was further used to describe the extent to which each of the 30 sets of questions possessed sequence. In addition, each question was categorized by level of response--literal, interpretive, or applied. A summary of the means for the seven-point scale revealed the following scores: clarity--4.09, objectivity--6.18, sturcture--2.82, and sequence--4.09. Findings also revealed that literal questions were posed with considerably higher frequency in these selected books than interpretive and applied level questions. With the exception of a single text, applied level questions were excluded almost totally. The apparent absence of applied level questions and the extensive emphasis on literal level questions suggest that the questions are at odds with the emphasis of social studies on modes of inquiry. (HOD)

ED222085 FL013267

Bilingual Education Amendments of 1981. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, Second Session (April 23 and 26, 1982).

Congress of the U.S., Washington, D.C. Senate Subcommittee on Education, Arts and Humanities.

Pub Date Apr 82

Note-327p.

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Bilingual Education; Educational Policy; Elementary Secondary Education; *Federal Legislation; *Government Role; Government School Relationship; Program Effectiveness; Transitional Programs

The proceedings of the hearings on the proposed bilingual education amendments of 1981, held in 1982 before the Senate Subcommittee on Education, Arts and Humanities, are presented. Statements and testimony from 33 witnesses regarding the role of the federal government in promoting bilingual education are included. The witnesses include representatives of national educational organizations, local school districts, state boards of education, citizens' advocacy organizations, and educators. Additional information is provided in the form of articles, publications, letters, and responses to questions on such topics as characteristics of a successful Indian bilingual program, implications of Canadian research findings, and the results of transitional bilingual education approaches. (RW)

ED221655 CE032952

Williams, Catherine

Medical Laboratory Services. Student's Manual. Cluster Core for Health Occupations Education.

Texas Univ., Austin. Center for Occupational Curriculum Development.

Pub Date 81

Note-34p.; For a related document see CE 032 953.

Available from-Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock No. HO-101-S, $5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations Education; Behavioral Objectives; *Biomedical Equipment; Check Lists; *Equipment Maintenance; Individualized Instruction; Instructional Materials; Interpersonal Competence; Job Skills; Laboratory Equipment; *Laboratory Procedures; Laboratory Safety; *Medical Laboratory Assistants; *Medical Technologists; Postsecondary Education; Rating Scales

This student's manual on medical laboratory services is one of a series of self-contained, individualized materials for students enrolled in training within the allied health field. It includes competencies that are associated with the performance of skills common to several occupations in the medical laboratory. The material is intended for use under instructor supervision. Materials provided in this manual include a progress chart and rating scale of specific competencies to be used after completion of the manual; five units; and a bibliography. Each unit follows this format: objectives, list of new terms and definitions, and information to aid the learner in mastering the objectives. These topics are covered: patient-worker relations, care of supplies and work area, safety in the laboratory, collection and transportation of specimens, and use and maintenance of laboratory equipment. (YLB)

ED221714 CE033892

Dennis, Bill; Poston, David

General Safety Manual for Vocational-Technical Education and Industrial Arts Programs. Bulletin No. 1674.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Pub Date 82
Note-275p.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Accident Prevention; Educational Resources; *Industrial Arts; *Laboratory Safety; Postsecondary Education; Safety; *Safety Education; Safety Equipment; School Safety; *School Shops; Secondary Education; State Curriculum Guides; Test Items; Transparencies; *Units of Study; *Vocational Education
Identifiers-Louisiana

This manual is designed to offer suggestions for teaching safety in Louisiana industrial arts and vocational education programs. The suggestions and information presented are intended for use in an ongoing safety program, not a short unit presented at the beginning of the school year. Following an introduction in unit 1, the material has been broken into eight additional units that address specific considerations necessary to safety in programs. Unit 2 discusses the responsibilities of various persons as they relate to safety, while unit 3 offers suggestions for the development of a safety program that meets the needs of the unique situation in every industrial arts-vocational education laboratory. In unit 4, the instructor's responsibility for teaching students the safe way to perform the various activities in the different industrial and vocational curriculum areas is addressed. Most commonly recommended safety regulations are outlined in unit 5, while unit 6 is devoted to procedures for making safety inspections designed to ascertain if the laboratory is as hazard-free as possible. Recommendations for making advanced preparations for emergencies are the focal point of unit 7. Finally, units 8 and 9 provide a system for recordkeeping and present sample tests for general safety understanding. Transparency masters are provided with many of the units. Appendixes contain signs and safety instructions for machines, a list of resources, and supplemental safety instruction packets for automotive, carpentry/woodworking, electricity/electronics, machine shop, small engines, and welding courses. (KC)

ED221734 CE033913

Pribyl, Paul F.

Communications. Fire Service Certification Series. Unit FSCS-FF-16-81.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 81

Note-22p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alarm Systems; Behavioral Objectives; *Communication (Thought Transfer); *Communications; Course Descriptions; *Fire Fighters; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; Teaching Guides; Units of Study

Identifiers-Wisconsin

This training unit on communications is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 4-hour unit is to familiarize the fire fighter with the methods of communication in the fire service. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221803 CG016230

Nevels, Lourene A.

Group Counseling vs. Self-Management in Improving College Study Behavior.

Pub Date Mar 82
Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982). Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Change; Cognitive Objectives; *College Students; Comparative Analysis; *Counseling Effectiveness; *Counseling Techniques; *Group Counseling; Higher Education; Skill Development; Student Attitudes; *Study Habits; *Test Anxiety
Identifiers-*Self Management

The present college population represents such a diversity of ability that counselors are being challenged to devise new methods of helping to improve study behaviors. College students (N=60) participated in a study to compare the effectiveness of two multicomponent approaches, i.e., group counseling/study skills instruction and cognitive/behavioral self-management, in improving study behaviors. Significant differences between gain scores among the four groups were found for study habits and debilitating anxiety, but not for study attitudes, facilitating anxiety, or grade point average. The two experimental treatment groups showed the greatest improvement in study habits; the self-management group showed the greatest decrease in debilitating anxiety. The findings suggest that improvement in study behaviors will be an issue requiring the attention of college counseling services for many years to come. (Author/JAC)

ED221910 CS503992

Andersen, Kenneth E.

The Interaction between Professional Organizations and Research.

Pub Date Nov 82

Note-16p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication Research; Intellectual Disciplines; *Organizational Effectiveness; Periodicals; *Professional Associations; *Speech Communication

By providing conventions, journals, and bibliographies as outlets for scholarship and research, speech communication associations make available resources necessary for the discipline to pursue its scholarship and serve as a distribution system for relevant research materials. An association also fulfills the important function of refereeing--contributing to recognition, promotion, and tenure while preventing information overload. Associations also support alternative approaches and commission scholarship that otherwise would not be available. Many of the things that associations undertook initially are now being done by academicians. In dealing with a larger, more mature, and more specialized profession, the speech communication associations face some problems: increased specialization leads to fragmentation and sometimes conflicting demands, smaller faculty size and fewer graduate students will probably be the rule for the next decade, patterns of research and publication are changing, and publication costs are rising while subscriptions are not. Professional organizations will have to adjust to these changes, but whatever the adjustments may entail, these organizations will remain essential for speech communication research and scholarship. (JL)

ED221929 EA015002

Shaw, James Donald

Leadership Behavior, Teacher Morale, and Unexpected Teacher Absenteeism in Selected Elementary Schools in an Urban School District.

Pub Date 80
Note-156p.; Ed.D. Dissertation, University of Florida.
Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 8115676).
Document Not Available from EDRS.
Descriptors-Elementary Education; Elementary School Teachers; Institutional Characteristics; *Leadership Styles; Predictor Variables; *Principals; School Demography; *Teacher Administrator Relationship; Teacher Attendance; *Teacher Attitudes; Teacher Characteristics; *Teacher Morale
Identifiers-*Orange County Public Schools FL

A survey of 423 teachers in 15 Orange County (Florida) elementary schools sought to determine the extent to which unexpected teacer absenteeism could be explained by teacher morale, selected teacher and school characteristics, and teacher perceptions of the leadership behavior of principals. The Leader Behavior Description Questionnaire (Form XII) and the Purdue Teacher Opinionnaire were used to gather the data. One-way analysis of variance was used to determine relationships between the schools' degree of teacher absenteeism, teacher morale, and perceptions of the leadership behavior of the principal. Stepwise multiple regression techniques were also used to analyze the contributions of teacher- and school-related demographic variables and of scores on the leader behavior and morale instruments to teacher absenteeism. Standard descriptive statistics and a correlation matrix completed the analysis. The research found that teacher perceptions of principal leadership were significantly different in schools with high absenteeism than in schools with average or low absenteeism; teacher morale differed significantly in schools with high, average, and low absenteeism; significant differences existed in teacher perceptions of principal leadership in high and low morale schools; and independent demographic variables accounted for 18 percent of the variance in teacher absenteeism. (Author/PGD)

ED221949 EA015070

Bebermeyer, Ruth

Leadership for School Climate Improvement. A Working Paper Prepared for the Urban Education Network.

CEMREL, Inc., St. Louis, Mo.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Mar 82

Contract No-400-80-0102

Note-130p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Educational Environment; *Educational Improvement; Elementary Secondary Education; Inservice Education; *Leadership Qualities; *Leadership Training; Management Development; *Principals; Program Descriptions; Program Evaluation; Program Improvement; Questionnaires

Pertinent research literature and existing practices in the area of leadership for school climate improvement are reviewed in this document. The report first turns to the literature to establish working concepts of "leadership" and "school climate," enumerating the major characteristics by which each concept is recognized. The processes for improving school climate are reviewed next and are described as varying less in general approach than in the degree of specificity with which they are detailed by their originators. Thirteen instruments for assessing school climate and a number of approaches and programs for providing leadership training are also outlined, preceding the author's short summation. Over 110 relevant documents are cited in the report's bibliography. The author also provides substantial supplementary material, including descriptions of 11 school climate improvement projects currently being conducted in school districts or at the state level across the country; a 14-page instrument for principals to use, either individually or in workshops, in assessing school climate, clarifying goals, and planning actions; and a series of 7 summary sheets addressing major points made in earlier portions of the document about leadership, the principal, and school climate. A newsletter containing information from the National Institute of Education about current research activity related to the principalship is appended. (PGD)

ED221989 EC150057

Leisner, Lucille; And Others

Single Skill Training Courses--E.S.E.A. Title IV-C. Final Evaluation Report, 1980-1981.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date Dec 81

Note-46p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Competency Based Education; *Disabilities; Individualized Instruction; *Inservice Teacher Education; Mainstreaming; *Program Development; Staff Development

Identifiers-Single Skill Training Courses

The Single Skill Training (SST) Courses were developed to meet staff development needs by providing short, concentrated training modules in the areas of mainstreaming handicapped students, providing individualized instruction, and implementing a Competency-Based Curriculum (CBC). The program was set up to offer staff development courses to public and nonpublic school teachers in the District of Columbia. Each course was evaluated according to content mastery and the value of the course. Results were reported in terms of four objectives: to offer at least 40 different inservice modular courses in areas related to CBC, the education of the handicapped, individualizing instruction, behavior management, and classroom management; for each participant, after 3 hours of instruction, to demonstrate satisfactory mastery of the skill taught; to develop and offer a maximum of eight SST modules to facilities and other school groups from whom requests based on instructional needs have been received; and to package and make available at least three exemplary modules for individual school groups. Findings (which are offered in table form) included that the SST program produced a total of 46 courses during the school year, 7 of the courses were repeated because of high attendance and large demand, and the project coordinator reported both recertification and graduate credits to the appropriate offices. There were no discrepancies between the observed and expected inputs, processes or outcomes. The specification of requirements for mastery were contained in the course plan, and most of the instructors followed the course outlines which were submitted. Participants rated the course favorably. The project director disseminated the information about staff development modules, and two schools used the services. Appendixes contain an SST course listing, a sample instructor information sheet and guidelines for potential instructors, a diagram of an evaluation model schema, and a table with the SST courses questionnaire and results. (SW)

ED222121 HE015528

Interstate Comparisons of Higher Education Systems in Nine States.
New Jersey State Commission on Financing Postsecondary Education, Trenton.
Pub Date Dec 76
Note-78p.; Tables identifying variables used in factor analysis, factor scores, and other supporting information may not reproduce well due to small print size of original document.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advisory Committees; Budgeting; *Comparative Analysis; Educational Objectives; Factor Analysis; Financial Policy; *Governance; *Higher Education; Master Plans; *Research Methodology; Resource Allocation; State Agencies; *State Aid; State Surveys; Statistical Analysis; *Student Financial Aid
Identifiers-*Blue Ribbon Commissions; Connecticut; Maryland; Massachusetts; Michigan; *New Jersey; Ohio; Pennsylvania; Rhode Island; Virginia

A statistical and analytical procedure for selecting states for the purpose of comparing their postsecondary systems with New Jersey's is detailed by a public commission appointed by the New Jersey Board of Higher Education. The approach used factor analysis to examine information on specific variables that describe the socioeconomic and demographic characteristics, and higher education goals of postsecondary systems in each state and the District of Columbia. In the statistical analysis, weights were applied to the variables and eight prominent factors were determined. A rotation of the factors, and calculation of states most similar to New Jersey on these factors, led to the identification of eight states for which useful comparative information was gathered. The policies of these eight states and New Jersey in 1975-1976 are discussed in terms of similarities and differences in budgeting, governance, and student aid programs. The eight states most comparable to New Jersey were as follows: Connecticut, Maryland, Massachusetts, Michigan, Ohio, Pennsylvania, Rhode Island, and Virginia. Six of the states provided direct subsidies to independent postsecondary institutions, most often for contracted services. Allocations for student aid programs ranged from 2.4 percent to 12.8 percent of the higher education appropriation. Information for each of the nine states is presented on: the type of statewide governance agency, the state's master plan (if any), study commissions, postsecondary goals, the budget submissions process, type of state subsidies to public and private institutions and to students through grant aid, tuition policy and levels, student aid programs, enrollment distributions for all students and student aid recipients, and a ranking of the states on income per capita. (SW)

ED222155 HE015598

Kiely, Margaret C.

Creative Sensitivity in Doctoral Research: The Supervisor's Contribution.

Pub Date 23 Aug 82

Note-8p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Creative Thinking; Creativity Research; Doctoral Degrees; *Doctoral Dissertations; *Graduate Students; Higher Education; *Problem Solving; Research Projects; Student Motivation; *Supervision

Identifiers-All But Dissertation

The benefits of incorporating knowledge about creativity into the supervision of doctoral candidates are considered. It is suggested that supervisors of doctoral candidates should use the language of the creative process. The stages of the creative process can serve as a specific, verbalized reference point for supervision. From the beginning of the project, the candidate can be helped to understand the gestalt of the long, arduous period of the work on the dissertation in a more positive, challenging perspective. In choosing a topic and developing it into a proposal, the candidate is involved in the ability to combine, recombine, or transform the cognitive elements of a problem in a novel and adaptive way. An effort should be made to explain the specifics involved in the preparatory stage of creative problem solving. Next, time should be spent to help the candidate maintain an open cognitive system to help avoid the rigid categorizations that may arise. The doctoral process can be a stimulating experience if the inevitable blockages that occur are seen with the perspective of research findings on creativity. The process requires an alternation between openness and closure, since analytical perception can conflict with creative insight. Sensitivity in supervision implies a knowledge of the functioning of either too much or too little motivation. The creative process results in a creative product, but it also does something to the person, the effect of which may sometimes be more important than the concrete product which is produced. The individual may become sensitive to a new range of phenomena or may develop new strategies of problem solving, which are important outcomes in preparing for future creative activity. (SW)

ED222173 IR010406

Evans, Richard W.

Designing Computer-Based Education for Effective Information Retrieval: A Cognitive Science Approach.

Pub Date 10 Mar 82

Note-19p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes; College Students; *Computer Assisted Instruction; Course Evaluation; Higher Education; Information Retrieval; *Instructional Design; Intermode Differences; *Memory, *Problem Solving; Statistics; Student Evaluation; Test Items; Test Use

Identifiers-*Cognitive Research; *Problem Oriented Instruction

Questions related to the instructional design of computer-based educational systems were addressed in a study in which college psychology majors completed a computer-based course in statistics using instructional units developed to teach the desired knowledge within the context of situations to which the knowledge is relevant--a technique called problem-oriented instruction. A set of 16 instructional units was developed, and those units which followed problem-oriented instruction design guidelines began by introducing students to a problem, the solution of which was the topic of the unit. The units were constructed to guide students, through an interactive process, toward the solution of the problem. Approximately 36 students enrolled in the course. Evaluation of the instructional approach revealed that students preferred the computer-based system to workbooks and that a significant improvement occurred in student rates of retention over lecture- and workbook-based methods of presentation. It was concluded that the improvement in students' problem-solving ability stemmed from the fact that many lessons in the course followed a problem-oriented instruction format. A detailed discussion of the results and their implications is presented and a bibliography and three figures are included. (JL)

ED222194 IR010430

Corder-Bolz, Charles R.

Evaluation of Eight Methodologies for Study of Family Use of Television. Final Report FY 1980. Revised.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Sep 81
Note-226p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Broadcast Television; Comparative Analysis; *Family Life; Interviews; Literature Reviews; Models; *Parent Role; Questionnaires; *Research Methodology; *Research Problems; Television Research; *Television Viewing; *Use Studies

Eight established methodologies were evaluated and compared in this preliminary study, which was conducted to resolve methodological questions and problems and develop an adequate approach for the collection of valid, generalizable data for an extensive study of family use of television. The study focused on four variables: which family members watch television, what else they do while watching, who talks to whom while watching, and the content of family verbal interactions while watching. Twelve families who volunteered to serve as subjects for a pilot study completed questionnaires and then participated in additional selected phases of the study. These data were used to make final refinements in the procedures and instruments for the methodological study that was initiated in March 1980. Of the 260 families contacted by letter and/or telephone call, 53 completed questionnaires; 9 participated in telephone interviews; 8 completed diaries; 20 were interviewed in person; 4 were videotaped; 5 were audiotaped; 4 were observed by experimenters; and 4 were observed by family members. Comparisons of the data provided by and family reactions to the various approaches led to the tentative conclusion that the telephone interview combined with a questionnaire is the best methodological approach to developing a descriptive database on families' use of television. The questionnaire, interview form, observation form, telephone interview protocol, and extensive statistical results are appended. (LMM)

ED221779 CG016205

Puglisi, J. Thomas; And Others

A Needs Assessment of Older Persons.

Pub Date Nov 81

Note-20p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th), (Toronto, Ontario, Canada, November 8-12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Crime; Fear; Gerontology; Information Sources; *Life Satisfaction; *Needs Assessment; *Older Adults; Physical Health; *Predictor Variables; Psychological Needs; Transportation; *Well Being

Identifiers-*North Carolina (Charlotte)

In response to a request from the Charlotte-Mecklenburg Council on Aging, structured interviews were conducted with a random sample of 388 older persons in Charlotte, North Carolina, to assess their needs in the areas of health, transportation, housing, nutrition, information referral, and social participation. A substantial proportion of those sampled expressed at least some degree of need in each of these areas, with needs for better transportation, better information referral, and freedom from fear of crime predominating. Four factors were especially predictive of high life satisfaction: (1) self-perceived good health; (2) self-perceived financial adequacy; (3) feelings of safety in one's neighborhood; and (4) seeing or talking to people as often as desired. The findings appear to be consistent with those of other similar needs assessments. (Author/JAC)

ED221846 CS006844

Crismore, Avon

Discourse Integration by Manipulation: Mathew Arnold.

Pub Date 82

Note-32p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cohesion (Written Composition); *Discourse Analysis; English Literature; *Paragraph Composition; *Readability; *Redundancy; Semantics; Sentence Structure; Surface Structure; Syntax; Writing Skills

Identifiers-*Arnold (Matthew); *Function of Criticism at the Present Time

In the writing of Matthew Arnold, integration, one great impression rather than many great individual lines, is the most important goal. In his essay, "The Function of Criticism at the Present Time," the "blocs" of his thought are in sets of two, three, or even four sentences: in effect, he writes much like a poet, in couplets, triplets, and quatrains. He also uses a variety of devices to combine his blocs into larger discourse units. His high level of redundancy helps readers integrate and process his difficult text. He manipulates structure to attain parallelism, and characteristically puts the most important information in subordinate clauses and phrases. On the semantic level, he does not use many synonyms, preferring repetition of key words to achieve cohesion. This repetition slows the presentation of new information and leads to greater ease of processing. Arnold's discourse blocs, surface form manipulations, foregrounding, and redundancy all serve to help him develop his ideas while keeping his sentences intermeshed and his prose coherent. (JL)

ED221889 CS503937

Morgan, Willie B.

A Survey of Voice/Speech Improvement Teaching in U. S. Colleges and Universities.

Pub Date 80

Note-33p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Research; Educational Research; Higher Education; School Surveys; Speech; *Speech Communication; *Speech Curriculum; *Speech Improvement; *Speech Instruction; Theater Arts

Identifiers-*Voice Qualities

The results of a survey of college speech departments, conducted to gain information on the current status of voice/speech improvement training, department course offerings, and general approaches used by individual teachers are contained in this report. The report begins with a description of the survey and information on the respondents. The major portion of the report contains the survey results, divided as follows: (1) coursework offered by departments; (2) instructors' status, background, and approaches to teaching; (3) breathing concepts in voice and speech improvement; (4) phonation and resonance in voice improvement; (5) dialects and standardization of speech; and (6) common voice/speech problems. A brief section of concluding observations on the results is followed by a bibliography, most of which contains textbook titles cited in response to a question on the survey. (HTH)

ED221970 EC150019

Allen, Bill; And Others

Exceptions: A Handbook for Teachers of Mainstreamed Students. First Edition.

Hillside School, Cushing, Okla.; Oklahoma Child Service Demonstration Center, Cushing.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date 82

Grant-G007900929

Note-157p.

Available from-Project Mainstream, Rt. 3, Hillside School, Cushing, OK 74023 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Basic Skills; *Compensatory Education; Instructional Materials; Language Arts; *Mainstreaming; *Mild Disabilities; *Remedial Instruction; Remedial Reading; Spelling; *Teaching Methods

Identifiers-Mathematics Skills

Intended for regular teachers with mildly handicapped learners, the handbook covers techniques for adapting instruction, for compensatory instruction, for remedial instruction, and for teaching basic survival skills. An introduction surveys types of appropriate modifications for mainstreaming. Adaptive techniques discussed include the following: adjusting instruction for mainstreamed students, adapting textbooks, lowering readability, tape recording, adapting assignments, adapting study guides, using learning contracts, using motivational methods, and adapting tests. Techniques for compensatory instruction are discussed for language arts, mathematics, and vocabulary. Sample techniques include using a typewriter, organizing the notebook, making a multiplication aid, and using a keyword mnemonic method to recall vocabulary. Provided for remedial instruction are games appropriate for various subject areas (such as crossword math and a see through study sheet), techniques and materials for written expression, remedial reading activities, and spelling techniques. The final section covers survival skills with suggestions for teaching study skills, flowcharting arithmetic tasks, and learning to fill out forms. The appendix consists of suggested forms used for a mainstreaming program including a report form from the regular class to the learning disability resource room, a mainstreaming progress report, and a weekly assignment sheet. (DB)

ED222007 EC150075

Anderson, Joan D.; Black, Talbot L.

Special Education Mandated from Birth.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-TADScript-4

Pub Date 81

Contract No-300-80-0752

Note-38p.; For related documents, see EC 150 072-077.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Delivery Systems; *Disabilities; Eligibility; Financial Support; Handicap Identification; History; Infants; Intervention; Models; Program Administration; *State Legislation; *State Programs; Surveys; Teacher Certification

Identifiers-Iowa; Maryland; Michigan; Nebraska

The report presents results from a survey of four states (Iowa, Maryland, Michigan, and Nebraska) regarding mandates for the provision of special education services for children below 3 years of age. An overview of each state's mandate contains a brief description of the law and how it came to be; an explanaton of the way responsibilities are shared among the state education agency, the local education agency, and any regional education units; an examination of service delivery models and a discussion of the way very young children are identified and then referred for special education; and a look at how completely the mandate is being implemented throughout the state and what difference it has made in providing services to infants. A contact person and a mailing address are listed for each state. Mandates among the states are compared in terms of historical background, administrative roles and responsibilities, funding, referral/child find, eligibility for services, service delivery models, certification, and mandate implementation. Noted among findings are that common to all states is a coalition of parents, professionals, and/or concerned citizens in developing and passing the legislation; that there are two general approaches for funding--a combination of federal, state, and local monies (in Maryland and Michigan) and federal funds used for the majority of services (in Iowa and Nebraska); and that home based programs are the predominant means for delivering services to handicapped infants in all four states. Certification of teachers, funding and administration, and eligibility for services are handled in a variety of ways by the different states. Appended is a list of the survey questions used with the four states. (SW)

ED222024 EC150093

Hewett, Frank M.

Planned Positive Peer Interaction: An Approach for Facilitating the Integration of Exceptional Learners in Regular Classrooms. Performance Report.

California Univ., Los Angeles. Graduate School of Education

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date Mar 80

Grant-G007702856; G007801688

Note-29p.; Print is poor in parts.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitude Change; Curriculum; *Curriculum Development; *Disabilities; Elementary Education; *Interpersonal Competence; Language Handicaps; *Mainstreaming; *Peer Acceptance; Program Descriptions; Social Development; Student Attitudes; Teacher Role

The report outlines achievements of a 27-month project designed to develop and implement a curriculum approach for increasing peer acceptance and interaction of mainstreamed exceptional students. Project efforts listed include development of classroom observation procedures and the use of those procedures to observe 20 mainstreamed classrooms; interviews with teachers and graduate students in special and regular education; and development of a curriculum. It is explained that the curriculum was evaluated in four different settings serving severely language handicapped and otherwise disabled children in mainstreamed settings. Among findings from the curriculum evaluation were that slower and shy children needed coaching with an adult to become skilled at the games before being paired with another child and that adults needed to model and reinforce clear and positive communication between students during the tasks. Dissemination activities described include presentation of teacher workshops and preparation of manuals explaining the curriculum. Among appendixes are sample teacher interviews and results from a list of behaviors associated with students' poor social skills. (CL)

ED222065 FL013231

Strauber, Sandra K.

Using Alternate Methods in FL/ESL Classes.

Pub Date 82
Note-5p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Louisville, KY, April 22-24, 1982). In: ESL and the Foreign Language Teacher.
Available from-Not available separately; see FL 013 228.

Document Not Available from EDRS.

Descriptors-Audiovisual Aids; Class Activities; *Classroom Techniques; Cultural Education; *Educational Games; Elementary Secondary Education; *English (Second Language); Grammar; Individualized Instruction; Instructional Materials; Language Skills; Learning Activities; *Second Language Instruction; Small Group Instruction; *Student Interests; Teaching Methods; Vocabulary Development

Practical procedures for individualizing instruction for foreign language and English as a second language students are suggested. It is suggested that concrete, high-interest activities can provide meaningful language practice for small groups, as can traditional exercises redesigned for individual or small-group work. The concrete activities involve the student in doing something other than reading or listening as primary activities. The student may be playing a game requiring use of the language, or may be manipulating materials designed to teach a specific word or grammar point. The games and activities are self-checking or have answer keys so that the student does not need the teacher for reinforcement. A vocabulary game for two to four players, games that help students practice verb forms, and board games that provide vocabulary/grammar and cultural information practice are discussed. Children's party games can also be adapted to the language class, and commercially prepared games teach vocabulary, geography, history, and many cultural items. Activities that are more traditional but that can be altered for use by individuals or small groups include paper-and-pencil activities, filmstrips, and pictures. Teachers may wish to use permanent extra-credit stations with materials designed for use outside class and in-class activities that provide supplementary work or rewards. (SW)

ED222086 FL013268

Hubert, John A.; And Others

Project Adelante. Final Evaluation Report.

Hartford Public Schools, Conn.

Pub Date Sep 82

Note-163p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Academic Achievement; *Bilingual Education Programs; Elementary Education; English; Hispanic Americans; *Language Skills; Parent Participation; Program Effectiveness; *Program Evaluation; *Spanish; Spanish Speaking; Staff Development

Identifiers-Connecticut (Hartford)

An evaluation was conducted of "Project Adelante," an ESEA Title VII project supporting a Spanish-English bilingual education program in Hartford, Connecticut. The federal funding provided personnel for staff development, parent involvement, and evaluation over 5 years of a bilingual education program serving 600 Hispanic children in 3 elementary schools. The evaluation focused on student achievement in Spanish and English and other subject areas, and implementation of staff development and parent involvement. Data on the program's context, input, process, and product were obtained from standarized tests of student achievement, attitude, and self-concept; staff questionnaires; student records; and observations of instruction. Results are presented on educational context, staffing and curriculum, instructional processes, perceptions of administrative support, staff development activities, parent involvement, achievement in primary grades, and achievement in intermediate grades. Among the findings, it is reported that: (1) the instruction, curriculum, materials, staff development, and parent involvement program are of high quality; (2) the parent involvement program has had only limited success in increasing parent involvement; and (3) project pupils show a pattern of low Spanish language scores on entry, a consistent pattern of low achievement, and high rates of repeating grades. Recommendations are made regarding additional Spanish oral language instruction and improvement of the testing program. (RW)

ED221676 CE033675

Shaffer, Kathy M.

Retention of Nontraditional Vocational Students: Strategies for Administrative Support.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date [82]

Note-70p.; For related documents, see ED 215 225 and CE 033 674-677.

Available from-Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Responsibility; *Administrator Role; Curriculum; Educational Policy; Inservice Education; Inservice Teacher Education; Networks; *Nontraditional Occupations; *School Holding Power; *Secondary Education; Self Concept; *Vocational Directors; *Vocational Education

This manual presents strategies that are intended for use by vocational administrators to retain nontraditional male and female students in secondary vocational education programs. They may also be applicable to postsecondary and adult vocational students. Strategies are divided into five major categories: policy, inservice (workshops and training activities on retention awareness), curriculum support, self-awareness, and networking (public relations ideas and activities and strategies). Each strategy is presented on a separate page. First, a statement of the strategy tells who is involved and what is expected. Then, three sections, (1) to identify different methods to implement the strategy, (2) to present concerns and offer guidelines, and (3) to provide a plan for action that may offer more guidelines, offer resources and guide the implementer to the appendixes where supplemental activities and materials are to be found. Appendixes are divided into the five major strategy divisions that contain the supplemental materials mentioned in the main section of the manual. The materials are marked as transparency, activity, or written information. (YLB)

ED221695 CE033771

Curriculum Coordinator Project. Final Report.

North Fayette County Area Vocational Technical School, Connellsville, Pa.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date 30 Jun 82
Contract No-85-1803
Note-97p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advisory Committees; *Competency Based Education; Curriculum Development; *Inservice Teacher Education; *Instructional Materials; Lesson Plans; *Material Development; Secondary Education; Teaching Methods; *Vocational Education; Vocational Schools

A project was conducted to develop pedagogical skills necessary for teaching competency-based vocational education (CBVE) among the 17 teachers at the North Fayette Area Vocational-Technical School (Pennsylvania). Activities included validating a list of competencies for each vocational area using local craft committees; developing pedagogical skills necessary to write performance objectives for all competencies on the validated list of competencies; and designing a system for the development of an individualized instructional approach to curriculum-based on-career objectives of secondary students. These activities were carried out on a one-to-one basis between curriculum coordinators and teachers during released time for inservice teacher education. As a result of the project, instructors became more proficient in working with competency-based vocational education; a competency-based approach to curriculum was developed at the school; and craft committees, instructors, and curriculum coordinators developed a closer working relationship and better knowledge of CBVE. (Included in the report are competency-based vocational education materials developed through the project, lesson plans, sample validated task lists, and evaluation instruments.) (Author/KC)

ED221804 CG016231

Prager, Karen J.

Intimacy Status, Locus of Control and Self-Disclosure in Women.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Development; *Disclosure; *Females; Individual Differences; *Interpersonal Relationship; *Locus of Control; Personality Studies; *Social Adjustment; Social Isolation

Identifiers-*Intimacy

The fulfillment of the need for intimacy is believed to be central to adult life satisfaction, particularly in young adulthood. To explore the development of intimacy in women and to assess the relationships among intimacy status, locus of control, and self-disclosure, 97 college women with an average age of 30 were placed into 1 of 5 intimacy categories (intimate, pre-intimate, pseudo-intimate, stereotyped relationships, isolate) based on interview responses. Significant differences were found among women on the Social Systems Control Scale of the Reid-Ware Three-Factor Locus of Control Inventory. There was a strong relationship between intimacy and marital status, but no relationship between intimacy, age, motherhood, or need for approval. Isolate women were more internal than stereotyped relationship women; intimate, pre-intimate, and psuedo-intimate women scored in the intermediate range. No differences were found among women in the five intimacy categories on the Fatalism or Self-Control Locus of Control scales, nor were differences found among the groups on self-disclosure. The findings suggest that the possibility of a curvilinear relationship between locus of control and intimacy development should be considered. (Author/JAC)

ED221827 CS006814

Meinke, Dean L.; And Others

Word Frequency Effects on Memory and Incidental/Intentional Learning.

Pub Date Apr 82

Note-16p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Albuquerque, NM, April 28-May 1, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Research; *Incidental Learning; *Intentional Learning; Language Processing; Learning Processes; Memory; Reading Research; *Recall (Psychology); Research Methodology; *Research Problems; *Word Frequency

Identifiers-*Orienting Tasks; *Rehearsal (Memory)

Four separate experiments were completed using the same stimulus materials but different groups of subjects to determine if orienting tasks created problems of control in incidental/intentional learning studies. Subjects were all Caucasians and heterogeneous in age (from 24 to 64 years), educational experiences, and career choices. Those in the first two experiments were enrolled in a continuing education class at a university, those in the third all worked for the same company, and those in the fourth were graduate students. In each case subjects were given nine words, three high frequency, three medium frequency, and three low frequency, and told to write as many synonyms for each as they could in two minutes. In addition, the intentional subjects were told to try to memorize the stimulus words. Analysis of the number of synonyms generated to the stimulus words on the orienting task and the number of stimulus words recalled revealed that intentional learners recalled significantly more stimulus words than incidental learners in three of the four experiments and that there was no significant difference among incidental and intentional learners on the orienting task in any experiment. The rehearsal time necessary to encode stimulus words by the intentional learners did not disrupt performance on the initial learning task. (JL)

ED221868 CS207190

Technical Assistance and Training from the Document Design Project. Final Report.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.

Spons Agency-National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Report No-AIR-75003-11/81-FR

Pub Date Nov 81

Contract No-400-78-0043

Note-91p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Government Publications; *Layout (Publications); Program Descriptions; *Readability; Technical Writing; *Writing (Composition); *Writing Instruction

Identifiers-*Document Design Project

Contained in this report is a description of the technical assistance and training phase of the Document Design Project, a program funded by the National Institute of Education and intended to address and correct the readability problems posed by public documents. The first section of the report provides background material on the assistance and training given to writers and designers trying to improve the readability of public documents. The second section discusses seven writing improvement projects, including (1) Department of Housing and Urban Development regulations, (2) Federal Communications Commission regulations, (3) Internal Revenue Service tax form instruction, (4) Department of Education student financial aid applications, (5) Immigration and Naturalization Service forms, (6) National Institute of Health patient consent forms, and (7) workshops for writers and for managers. A summary of each project concludes the report. An appendix contains letters of appreciation written by clients to the technical assistance and training staff. (HTH)

ED222043 FL013208

Winer, Lise
Trini Talk: Learning an English Creole as a Second Language.
Pub Date 82
Note-31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies; *Creoles; *Discourse Analysis; *Language Attitudes; *Language Processing; Language Research; Learning Processes; North American English; Psycholinguistics; *Second Language Learning; *Sociocultural Patterns; Sociolinguistics
Identifiers-*Trinidad and Tobago

A case study in second language learning was conducted by the researcher on herself in a specific sociolinguistic context, Trinidad, and with reference to a specific first and second language relationship, standard English and Trinidadian English Creole. The study attempted to: (1) demonstrate the complexity of social, cultural, psychological, and linguistic factors in a second language learning situation from a learner's point of view; (2) identify specific sociolinguistic and linguistic strategies used by the learner; and (3) demonstrate some characteristics of language learning in a Creole/standard situation. The interplay of social, cultural, and psychological factors, how these are expressed in language, and how they affect the learning situation are illustrated by examples of a teasing ritual and inquiries about bush medicine. The examples of actual sociolinguistic and linguistic strategies are determined by the situation and by analysis of apparent communication difficulties after the fact. The strategies and examples are given in a teaching/learning framework: presentation/elicitation, practice, comprehension, and feedback/correction. In each case, the strategies are specific to Trinidad Creole and the more or less negative attitudes toward it among Trinidadians. An analysis of the conventions of taking taxis in Trinidad is presented as an integrative example of many of the strategies and difficulties discussed. (AMH)

ED222139 HE015552

Fernandez, Ricardo R.; And Others

Report on State Services to the Hispanic Population of Wisconsin.

Wisconsin Governor's Council for Spanish Speaking People, Madison.
Pub Date Nov 76
Note-135p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Education; Affirmative Action; Bilingual Education; Bilingualism; Delivery Systems; Educational Policy; Elementary Secondary Education; Employment Practices; Graduate Study; *Higher Education; *Hispanic Americans; Multicultural Education; Needs Assessment; Personnel Policy; *Public Policy; Spanish; *Spanish Speaking; *State Agencies; State Surveys; Student Financial Aid; Technical Education; Undergraduate Study; Vocational Education
Identifiers-*Blue Ribbon Commissions; *Wisconsin

The scope and quality of services provided to Hispanic persons in Wisconsin were investigated in 1976 by the Governor's Council for Spanish Speaking People and comparisons were made to findings of 1971 and 1974 reviews. Detailed questionnaires were developed for each state agency, and five hearings were held in different locations within the state. For each of the following agencies, information is provided on their functions, questionnaire responses, and council recommendations: Educational Communications Board; Higher Educational Aids Board; Department of Public Instruction; State Historical Society; University of Wisconsin System; Vocational, Technical, and Adult Education System; Department of Administration; Department of Agriculture; Department of Industry, Labor, and Human Relations; Department of Regulation and Licensing; State Manpower Council; Department of Health and Social Services; Department of Justice; Wisconsin Council on Criminal Justice; Department of Business Development; Office of the Commissioner of Credit Unions; Department of Local Affairs and Development; Department of Natural Resources; Department of Revenue; and Department of Transportation. The following problem areas are identified: Hispanics are too often identified with migrant workers; Hispanics are frequently combined with other groups under the broader category of "minorities"; policy that is set at upper administrative levels is often not implemented at the lower and middle administrative levels; and token efforts to meet responsibilities to the Hispanic population often substitute for permanent change within the agency. (SW)

ED221656 CE032953

Barnett, Sara

Medical Laboratory Assistant. Student's Manual.

Texas Univ., Austin. Center for Occupational Curriculum Development.

Pub Date 81

Note-77p.; For a related document see CE 032 952.

Available from-Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock No. HO-201-S, $7.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Allied Health Occupations Education; Behavioral Objectives; *Biomedical Equipment; Chemistry; Individualized Instruction; Instructional Materials; Laboratory Equipment; *Laboratory Procedures; *Laboratory Technology; *Medical Laboratory Assistants; Medical Technologists; Postsecondary Education

Identifiers-Bacteriology; Hematology; Serology; Urinalysis

This student's manual for the medical laboratory student is one of a series of self-contained, individualized instructional materials for students enrolled in training within the allied health field. It is intended to provide study materials and learning activities that are general enough for all medical laboratory students to use to enhance their understanding and performance at the training station. The material should be used under coordinator or instructor supervision. Seven units cover these topics: care of supplies and work area, collection and transportation of specimens, urinalysis, hematology, serology, bacteriology, and chemistry. Each unit follows this format: objectives, a list of new terms and definitions, and information to aid the learner in mastering the objectives. (YLB)

ED221756 CE034083

Introduction to Electronics, 7-2. Military Curriculum Materials for Vocational and Technical Education.

Army Signal School, Fort Gordon, GA.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 78

Note-97p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Diagrams; *Electronics; Military Personnel; Military Training; Postsecondary Education; *Radio; Secondary Education; *Technical Education; *Television Radio Repair

Identifiers-Military Curriculum Project

This military-developed text consists of four lessons on the basics of electronics. Covered in the individual lessons are the following topics: electron tubes and solid-state devices, radio transmission and reception, radio set components, and electronic diagrams. Each lesson contains objectives, coded text, review exercises, and answers to the exercises that are keyed to the text for self-evaluation. The material is designed for self-paced, individualized instruction. (MN)

ED221911 CS503993

Martin, Chorsie E.

Empirical Studies Related to the Effects of Commercial Television Advertising of Over-the-Counter Drugs on Drug Use, Misuse, and Abuse: 1963-1981.

Pub Date [81]

Note-30p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Drug Abuse; *Illegal Drug Use; Literature Reviews; *Observational Learning; *Television Commercials; *Television Research; *Television Viewing

Identifiers-Proprietary Drugs

A review of eight major empirical studies relating to the effects of commercial television advertising of proprietary drugs on drug use, misuse, and abuse found in general that no such relationship exists. Among the findings of the studies are the following: (1) no relationship exists between media exposure and marijuana use, (2) drug abusers view television more than a control group of nonabusers and another control group consisting of people with various pathological conditions, (3) use of proprietary drugs was associated with use of "hard" drugs, (4) television viewing and drug use were not related, (5) children exposed to television drug advertising were not strongly disposed to use such drugs, (6) a significant positive relationship exists between weekday television viewing and use of cigarettes and marijuana, and (7) the formation of an attitude of readiness to take drugs was weakly related to the use of both proprietary and illegal drugs. The findings of the studies indicate that health educators need to pay more attention to the public's use of proprietary drugs. (FL)

ED221930 EA015003

DeGracie, James; Rule, Judy

How Elementary Schools Are Perceived by Parents, Teachers, and Students: 1977 vs. 1981. RR-39.

Mesa Public Schools, AZ. Dept. of Research and Evaluation.
Pub Date Oct 81
Note-117p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Educational Environment; Educational Improvement; Elementary Education; Elementary Schools; Grade 6; *Parent Attitudes; Problems; *School Attitudes; *Student Attitudes; Tables (Data); *Teacher Attitudes
Identifiers-*Mesa Public Schools AZ

A 1981 survey of the attitudes of parents, teachers, and sixth-grade students toward the school climate in the 33 elementary schools of Mesa (Arizona) showed no significant change from the attitudes revealed in a similar survey conducted in 1977. The 1981 questionnaire was administered to all 965 of the school-based elementary teachers, all 2,956 sixth-grade students, and 4,390 randomly selected parents of elementary students. The questionnaires sought information on problems perceived by the respondents in 12 areas of school climate. For the district as a whole, mean scores for all areas fell in the "little problem" range. Only four individual schools were perceived by any group of respondents as facing "moderate" problems. Conversion of the response figures to t-scores revealed that parents and students proved most concerned about problems in the areas of student characteristics and student issues, while teachers expressed greatest concern over facility issues, particularly class size. The 1977 survey had revealed similar concerns, but showed perceptions of teachers, parents, and students to be more similar. This report discusses the findings and their implications for the district as a whole. The three survey instruments are appended. (Author/PGD)

ED222105 HE015434

Hoffnung, Robert J.

Form as the Hidden Curriculum in College Teaching.

Pub Date [82]

Note-25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Curriculum; College Environment; College Faculty; College Instruction; College Students; Developmental Psychology; *Educational Change; Higher Education; *Instructional Innovation; *Power Structure; Social Behavior; Social Exchange Theory; Student Attitudes; Student College Relationship; *Student Development; *Student Teacher Relationship; Teacher Attitudes

The view of education as a liberating, enlightening, individuating process and educational approaches to support this goal are examined. According to Ivan Illich (1970), the social relations within the educational encounter have corresponded closely to the social relations of dominance, subordination, and motivation in the economic sphere. He calls this type of educational encounter the "hidden curriculum." It is suggested that unless explicitly examined and confronted, the formal aspects of classroom teaching function as a hidden curriculum that stands in opposition to the personal development and individuation of both students and teachers, and this situation also severely limits the teaching situation. It is proposed that teachers must come to expect that students are capable of being active, self-aware participants, subjects and objects of study, recipients and providers of knowledge, and creators of new understandings of the human condition. Classroom experiences at the University of Cincinnati, Yale University, and the University of New Haven are cited as illustrations of this point of view. The reasons why participants select a course and their expectations can serve as the historical context and the starting point for confronting the hidden curriculum. In the teaching of developmental psychology, the developmental life history of the student can serve as the stimulus for exploring the concepts of the course and dialogue. The role of small support groups and the issues of curriculum, texts, and grades are addressed. (SW)

Trimby, Madeline J.

Entry-Level Competencies for Instructional Developers.

Pub Date 4 May 82
Note-27p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, TX, May 4, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Rating; *Business; Business Education; Curriculum Development; Employment Qualifications; *Industry; *Instructional Development; *Job Skills; Management Teams; *Minimum Competencies; Surveys; Team Teaching; *Trainers

A survey of business and industrial training team supervisors and members was undertaken in order to identify the most important entry-level competencies required of instructional development specialists in a variety of business and industrial settings. The study sample of 300 was randomly selected from the approximately 2,850 members of the Senior Trainers interest group of the American Society for Training and Development (ASTD). Participants were requested to rank a list of instructional development competencies. Survey data were analyzed by tabulating the mean for the overall importance of each competency so as to rank order the entire list. The results indicated that: (1) certain competencies were consistently rated as more important than other competencies; (2) interpersonal skills were the highest-ranked competencies; (3) instructional team members differed from instructional team supervisors in their ranking of competencies; (4) certain competencies were consistently lowest rated; and (5) the type and size of organization and the function of an organization's development unit were not important variables in determining desired competencies. A set of 13 recommendations based on the study are presented. Two ranked lists of competencies and a list of participants are provided as well as a 29-item bibliography. (Author/JL)

ED221715 CE033894

Hudson, Jordan

The Role of the Agricultural Education Teacher in the Young Farmer Program of Virginia.

Virginia State Univ., Petersburg. Dept. of Agricultural Education.
Pub Date 82
Note-84p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Agricultural Education; Evaluation; Farmers; Inservice Teacher Education; Postsecondary Education; *Program Effectiveness; *Program Evaluation; Teacher Attitudes; *Teaching Methods; Teaching Models; Vocational Education; *Young Farmer Education
Identifiers-Virginia

A study was conducted to determine the most effective procedures being used by agricultural education teachers in conducting young farmer programs in Virginia. A questionnaire containing 111 procedures was developed and administered to 83 young farmer teachers from approximately 80 percent of the Virginia departments with young farmer programs. The procedures were classified under five categories: (1) locating and enrolling young farmer members; (2) determining instructional needs; (3) planning instructional programs; (4) providing instruction; and (5) evaluating results. The teachers rated the procedures they had used as being very effective, above average, average, below average, or not effective. The procedures in each category were ranked according to their mean effectiveness scores. Recommendations for their use were based on the teachers' ratings and the percentage of teachers who had used the procedures. T-Test comparisons were made between mean ratings of procedures and the number of years the teachers had taught young farmers. From these comparisons it was concluded that more experienced agricultural education teachers in Virginia tended to rate some procedures used in conducting young farmer programs at a higher rate of effectiveness than less experienced teachers. It was recommended that the inservice training guide for young farmer programs should be revised to include the procedures that were identified as more effective in this study; and those procedures rated most effective should be used as a guide in conducting young farmer programs in Virginia. (Author/KC)

ED221735 CE033914

Pribyl, Paul F.

Inspection. Fire Service Certification Series. Unit FSCS-FF-17-81.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 81

Note-86p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavioral Objectives; Course Descriptions; *Fire Fighters; *Fire Protection; *Fire Science Education; *Inspection; Learning Activities; Lesson Plans; Postsecondary Education; Teaching Guides; Units of Study

Identifiers-Wisconsin

This training unit on inspection is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 4.5-hour unit is to give the fire fighters an insight into their responsibilities concerning fire prevention and inspection practices. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221780 CG016206

Hetherington, E. Mavis; And Others

Cognitive Performance, School Behavior, and Achievement of Children from One-Parent Households.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 81
Note-264p.; Prepared for the Families as Educators Team of the National Institute of Education.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Academic Achievement; Adjustment (to Environment); Behavior Problems; *Children; *Cognitive Ability; *Divorce; Elementary Secondary Education; Family Influence; Family Relationship; Literature Reviews; *One Parent Family; Sex Differences; Stress Variables; *Student Behavior

This report reviews the research literature on the effects of divorce and one-parent childrearing on academic achievement and intellectual functioning in children. Life changes following the decision to separate are described along with scholastic achievement measured by IQ and aptitude tests and patterns of cognitive performance. Factors associated with achievement--such as the reason for the single-parent status, siblings, sex and race of the child, and socioeconomic status of the family--are outlined. Social behavior and work patterns are also reviewed. The report concludes with a review of factors that may modify post-divorce stress, including effective family functioning, positive relationships, and support services. An extensive bibliography is appended along with 14 tables that analyze each research study in depth. (Author/JAC)

ED221847 CS006849

Cody, James A.; Madigan, Stephen

Picture Details in Recognition Memory.

Pub Date Apr 82

Note-36p.; Paper presented at the Annual Meeting of the Western Psychological Association (Sacramento, CA, April 7-11, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Higher Education; Memory; *Pictorial Stimuli; *Reading Research; *Recall (Psychology); *Recognition (Psychology); *Retention (Psychology); Symbolism; Test Format; *Visual Measures; Word Recognition

A study was conducted to investigate the effects of symbolic format of test material on short- and long-term recognition. Subjects, 104 undergraduate students, viewed slides of either a black-and-white photograph, a one-sentence verbal description of the photo, a black-and-white drawing based on the verbal description, or a black-and-white line drawing based on the verbal description with embellishments borrowed from the original photograph. In the study phase of the investigation, subjects were asked to pay attention to the slides, which were presented one every 5 seconds, and informed that a memory test was to be given after the viewing but that the test did not require them to remember the order in which the pictures were presented. During the test phase, subjects were presented with 57 slides. The slides were presented in the same room and manner as the earlier slides except that the test slides were presented at a rate of one every 8 seconds. Two days later the subjects were given a second recognition test. The study indicated that (1) the most important factor affecting retention is the type of feature encoded, not how many per se; pictures directly assess semantic information but additional details of color or realism of photos versus drawings are not important for recognition; and (2) retention might partly be a function of characteristics of the test cues. That they do not greatly influence performance is indicated by the fact that there were no significant differences between the study-picture/test-picture and study-picture/test-word conditions. (HOD)

ED221890 CS503956

Ehrenhaus, Peter C.

Actors, Observers, and the Attribution of Intent in Conversation.

Pub Date May 82
Note-26p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Students; Communication Problems; *Communication Research; Higher Education; *Information Seeking; Interpersonal Communication; *Mutual Intelligibility; *Observation; *Participant Characteristics; *Verbal Communication
Identifiers-*Conversation

A study examined the manner in which conversants and observers of conversants attribute intent to messages in ongoing information-seeking conversations. College students were used to evolve and test three scenarios, in which evasion was more or less likely, and a system of classifying intention in information seeking conversations. Fifty-four subjects from the same pool were given instructions and videotaped in 27 conversations, 9 in each of the 3 scenarios. The 27 pairs of subjects then coded their own conversations as actors and 1 conversation from each of the other 2 scenarios as observers. Results indicated that (1) a direct relationship exists between the certainty coders had about the likely use of evasion and the agreement between paired coders' attributions of intention in conversation; (2) widely disparate conclusions often exist between actors and observers regardless of initial expectations; and (3) actors' and observers' ability to agree among themselves improves with conversational length but is inversely related to their initial certainty for the conversations. One implication of these findings is that conversational involvement appears to be a crucial factor influencing attributions in equivocal conversational situations. (JL)

ED221950 EA015077

Research and Development Exchange: The Challenge, the Response, and the Accomplishments of an NIE School Improvement Program.

Research and Development Exchange.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Dec 81

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Improvement; Educational Research; Information Centers; *Information Dissemination; Information Networks; National Programs; *Regional Laboratories; *Research and Development Centers; Research Utilization; State Departments of Education; Technical Assistance

Identifiers-*Research and Development Exchange

To further the National Institute of Education's goal of ensuring a coordinated and nationally linked outreach capability for providing schools with the knowledge and services generated through research and development (R&D), the nation's R&D centers developed an interorganizational and collaborative school improvement program known as the Research and Development Exchange (RDx). Composed of eight regional exchanges (each representing several R&D laboratories and university-based centers), four central services, and a coordinating committee, the RDx has four major goals: to provide information, technical assistance, and training for school improvement programs; to promote the use of R&D outcomes; to promote coordination among dissemination and school improvement programs; and to increase shared understanding and use of information about client needs in order to influence future R&D efforts. In addition to describing the RDx mission and basic structure, this document briefly highlights two areas in which the RDx has achieved significant success: working with state departments of education in the design, development, and implementation of state-wide school improvement programs; and disseminating and promoting the use of R&D outcomes as they support local, state, and regional school improvement initiatives. (Author/PGD)

ED221990 EC150058

Havlicek, Larry L.; Kelly, Phyllis

Three Year Evaluation Summary for A Statewide Network for Special Education Paraprofessional Training.

Kansas State Dept. of Education, Topeka.
Spons Agency-Department of Education, Washington, DC.
Pub Date 8 Jul 81
Grant-G007801422
Note-245p.; Print is poor in parts.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Delivery Systems; *Disabilities; Information Dissemination; *Inservice Education; *Institutes (Training Programs); *Paraprofessional School Personnel; Postsecondary Education; Program Development; *Program Evaluation; *State Programs
Identifiers-Education for All Handicapped Children Act; *Kansas Network Special Education Paraprofessional; Rehabilitation Act 1973 (Section 504)

The document contains the 3-year evaluation summary for the Kansas Statewide Network for Special Education Paraprofessional Training. The program's purpose is fourfold: (1) to develop an increasing awareness of the professionalism of the paraprofessional in the total educational system; (2) to present an overview of P.L. 94-142 (the Education for All Handicapped Children Act) and the Rehabilitation Act of 1973, Section 504 regulations; (3) to discuss legal implications of the role of the special education paraprofessional; and (4) to provide an opportunity for special education paraprofessionals to attend miniworkshop sessions on a variety of special education topics. Findings for each of the three evaluation reports are presented in terms of project objectives. Among third year results are that workshops were well received; were effective in training paraprofessionals, teachers, and facilitators; and were viewed in a very positive way. Attachments to the third year report include a sample registration form, a conference agenda, and a table of paraprofessional training materials. The second year report also cites the success of the program, based on the process and performance objectives. A first year report makes up more than half the document and contains separate sections on process objectives (such as the development of a training package for facilitators based on paraprofessional training needs); performance objectives (such as demonstration by trained paraprofessionals of understanding the characteristics of the special education student); and formative evaluations of seven workshops. Appendixes to the third year report include agendas from regional workshops, a list of facilitators, paraprofessional newsletters, a sample copy of the Paraprofessional Rating Scale, and sample interview forms. (SW)

Magnan, Sally Sieloff
Native Speaker Reaction as a Criterion for Error Correction.
Pub Date 82
Note-17p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Louisville, KY, April 22-24, 1982). In: ESL and the Foreign Language Teacher.
Available from-Not available separately; see FL 013 228.
Document Not Available from EDRS.
Descriptors-*Error Analysis (Language); *French; *Grammar; Higher Education; Instructional Design; *Language Fluency; Language Proficiency; Language Research; Language Skills; Language Teachers; Linguistic Performance; *Native Speakers; Secondary Education; *Second Language Instruction; Sociolinguistics; Speech Communication; Student Evaluation; Teaching Methods

Research findings regarding speech errors made by second language learners and affective reactions to native speakers as a basis for error correction are considered. A research design is presented for investigating sensitivities to 15 types of grammatical errors typically made in speech by American learners of French. Findings of the research are summarized and compared to data available in Spanish, German, and English. Research findings concerning teaching evaluation of French grammatical errors as compared with native speaker evaluation of the same errors are also presented, and a pedagogical error hierarchy for French is suggested as a means by which this hierarchy might be used in syllabus design, the selection of instructional methodology, and the creation of classroom error correction strategies. Judges included native French speakers tested in France and teachers of French tested in the United States. Native French speakers came from Paris and Nancy and included three age groups: middle school and high school students and adults. For adults and high school students, the following hierarchy of errors was revealed, from most to least irritating: verbs, pronouns, definite articles, prepositions, and adjectives. Similar findings for Spanish, German, and English have been reported. Overall it was found that affective reaction to error varied according to the age of the judge. It is proposed that correction be reserved for errors that are known to cause negative reaction among native speakers. (SW)

ED222122 HE015529

Commission on the Future of Florida's Public Universities.
Commission on the Future of Florida's Public Universities, Tallahassee.
Pub Date 78
Note-81p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Access to Education; College Faculty; *College Planning; College Programs; College Students; *Educational Assessment; Educational Finance; Educational Quality; Financial Support; High Achievement; Higher Education; Needs Assessment; Reputation; Research Projects; *State Colleges; *Statewide Planning; Student Recruitment
Identifiers-*Blue Ribbon Commissions; *Florida

A 1977 review is presented of Florida's State University System, which was conducted by the Commission on the Future of Florida's Public Universities--a blue ribbon commission. The current status of the system and some indications of the importance of high quality universities to Florida's future are considered, and recommendations for improving Florida's public universities are offered. Topics include the following: evolution of the Florida State University System, geographical distribution of programs, academic programs, research and service programs, quality of programs, library resources, reputation of faculty, ratio of students to teaching faculty, size of university endowments and amount of voluntary support, ability to attract external research and development funds, ability to attract good students, evaluation of program quality, and financial support. Florida's tax base and tax potential, economic development in Florida, the ability to attract federal funding and talented students in the future, and the ability of the state to resolve major problems through research and service are also discussed. It is concluded that the success of Florida's public universities in the 1980's requires an emphasis on quality. High-priority recommendations concern the following: increasing the number of scholastically gifted students; funding programs in selected academic disciplines to develop programs of national distinction; upgrading faculty salaries with special emphasis on merit increases and an improved fringe benefit policy; intensifying basic and applied research conducted within the state university system so that it is accessible to other sectors of society; and providing service to adult learners. (SW)

ED222156 HE015599

Kimble, Gregory A.

Workshop for New Psychology Chairmen: 1971 is a New Scene.

Pub Date 5 Sep 71

Note-15p.; Background paper for "Workshop for New Chairmen," Council of Graduate Departments of Psychology, American Psychological Association (Washington, DC, September 5, 1971).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role; Budgeting; College Instruction; College Role; *Department Heads; Departments; Federal Aid; *Financial Problems; *Graduate Study; Higher Education; Operating Expenses; *Psychology; Research; Resource Allocation; Teacher Administrator Relationship

A report prepared as background material for the 1971 workshop for new chairmen of graduate departments of psychology focuses on financial concerns. It is suggested that with disappearing grant support, universities will have to pick up the salaries of faculty members. Programs such as minority group studies will generate fiscal demands that will be difficult to meet. Department heads must deal with the prospect of operating on a decreasing budget on a long-term basis and will have to fight to maintain present budgets. Important to the department head's work will be the reassessment of priorities regarding graduate versus undergraduate education and research versus teaching. It is suggested that in many universities, graduate instruction and research are the losers and that the department head is likely to have to seek outside support. Federal support for research and graduate training is still available but more difficult to obtain. The squeeze on personnel funds has led to drastic changes in the pattern of funding graduate students, including admitting more students without stipends and dividing teaching assistantships for two or more students. Changes have also occurred in respect to academic values, and there has been a new emphasis on teaching as opposed to research, a notion that graduate programs should be reduced and modified in order to meet societal demands, and an anti-intellectual atmosphere that would substitute feeling for reason and action for research. Ways that the department head can economize include allocating funds to subdivisions within the departments and distinguishing between personal and departmental business. (SW)

ED222195 IR010431

Norman, Donald A.

Five Papers on Human-Machine Interaction.

California Univ., San Diego. Center for Human Information Processing.

Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Report No-CHIP-112; TR-ONR-8205

Pub Date May 82

Contract No-N00014-79-C-0323

Note-30p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Artificial Intelligence; *Cognitive Processes; Computer Programs; Design Requirements; *Error Patterns; *Human Factors Engineering; Information Networks; Input Output Devices; Man Machine Systems; *Models; *Performance Factors

Identifiers-*User Cordial Interface

Different aspects of human-machine interaction are discussed in the five brief papers that comprise this report. The first paper, "Some Observations on Mental Models," discusses the role of a person's mental model in the interaction with systems. The second paper, "A Psychologist Views Human Processing: Human Errors and Other Phenomena Suggest Processing Mechanisms," discusses the differences between conventional digital processing structures (the Von Neumann machine) and the mechanism of the human. The third paper, "Steps toward a Cognitive Engineering," shows how analysis of error can lead to design principles. The fourth paper, "The Trouble with UNIX," is an informal critique of the UNIX operating systems. The final paper, "The Trouble with Networks," describes some of the computer interactions that resulted from the distribution of the fourth paper. (Author/LMM)

ED221757 CE034084

Graphics Specialist, 6-1. Military Curriculum Materials for Vocational and Technical Education.

Air Force School of Applied Aerospace Sciences, Lowry AFB, CO.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 78
Note-563p.; For a related document see CE 034 085.
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-Behavioral Objectives; Criterion Referenced Tests; *Drafting; *Graphic Arts; Military Personnel; Military Training; Postsecondary Education; *Reprography; Secondary Education; *Technical Education; *Technical Illustration
Identifiers-*Drawing; Military Curriculum Project

This military-developed text consists of five volumes of instructional materials for use in training graphics specialists. Covered in the individual volumes are the following topics: fundamentals of graphics (graphic equipment and material, fundamentals of lettering, and techniques of line and tone media); applied basic drafting techniques (geometric and graphic construction, section views, dimensioning, and projections); applied basic drafting techniques (machine drawings, intersections and developments, and structural drafting); basic drawing (basic form, layout and composition, human form, cartoons and caricatures, and landscapes); and drawing and production (perspective, visual communication, and reproduction methods and processes). The volumes are divided into several chapters. Each chapter is organized around criterion-based learning objectives accompanied by readings, criterion test items, and answers to the items. Also provided is a volume review exercise with questions keyed to the objectives. (MN)

ED221869 CS207192

Daiker, Donald A.; Hayes, Mary F.

Teacher's Guide for Freshman Composition.

Spons Agency-Miami Univ., Oxford, Ohio.

Pub Date Aug 82

Note-112p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Assignments; Graduate Students; Higher Education; Lesson Plans; *Teacher Education; Teacher Effectiveness; *Teaching Assistants; Writing Exercises; *Writing Instruction

Identifiers-*Freshman Composition; Miami University OH

Prepared for use by graduate students who are teaching their first courses in freshman composition, this guide offers principles, strategies, and activities that are adaptable to a variety of composition programs. The 44 daily lesson plans are arranged in 16 week-long units and cover such topics as sentence combining, participles, absolutes, appositives, subordination, coordination, persuasive writing, word choice, and repetition. Each lesson plan presented contains a brief description of the assignment, including the readings to accompany it and its goals; suggestions for class activities; and comments covering special problems. Appendixes contain activities for writing-workshop days, sheets for use in peer evaluation of papers, course evaluation forms, and examples of student writing. (FL)

ED221971 EC150025

Nevin, Ann; And Others

Implementing Individualized Education Programs: Analysis of the Role of the Regular Classroom Teacher. Final Report, December 15, 1980 to December 14, 1981.

California Univ., Santa Barbara. Graduate School of Education.
Spons Agency-California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date 15 Dec 81
Grant-42-3008-81-3293-7100
Note-209p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Disabilities; Elementary Education; *Individualized Education Programs; *Mainstreaming; Program Development; Program Implementation; Teacher Attitudes; *Teacher Role

A three phase study was conducted on the role of regular classroom teachers in implementing individualized education programs (IEPs) for mainstreamed special education students. IEPs in 20 elementary sites were reviewed in phase 1, 59 elementary teachers were surveyed in phase 2, and 16 of those surveyed participated in interviews in phase 3. Five major research issues were addressed in the study: role specification of the IEP document, characteristics of the IEP implementer, environmental characteristics, and child characteristics. Findings from the three data sources were highly consistent, suggesting that regular class teachers were basically uninvolved in the formal aspects of IEP development and implementation (they typically did not attend IEP meetings, did not receive a personal copy of the completed IEP, and rarely referred to one when they did have it). Teachers with more skills, training, and experience in special education, and those who had students from resource specialist programs, were likely to be more involved in the formal IEP process. Informal involvement in the process was noted through meetings with special education teachers. It was concluded that regular class teachers should be included in IEP meetings whenever possible, should be provided with a personal copy of the IEP, and should be given training in diagnostic/prescriptive teaching, special education techniques, collaboration skills, available special education services, and relevant legislative requirements. (CL)

ED222008 EC150076

Bailey, Pamela W.; Trohanis, Pascal L.

Benefits of Early Intervention for Special Children.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Report No-TADScript-5
Pub Date 82
Contract No-300-80-0752
Note-83p.; For related documents, see EC 150 072-077.
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Cost Effectiveness; *Demonstration Programs; *Disabilities; Educational Research; *Intervention; Literature Reviews; Preschool Education; *Program Descriptions; *Program Effectiveness

The document contains summaries of over 50 publicly available publications which support the case for early intervention for handicapped children and their families. Section 1 contains studies pertaining to the effectiveness of any intervention. This section also describes projects approved by the United States Department of Education's Joint Dissemination Review Panel (JDRP). Section 2 covers materials that present little or no data but offer persuasive arguments in favor of intervening early with handicapped and at-risk children. A third section addresses the economics of early intervention. Section 4 contains references of collections of information. A final section offers abstracts of the four Early Childhood Research Institutes funded by Special Education Services, U.S. Department of Education--Research on the Early Abilities of Children with Handicaps (Project REACH), Kansas Research Institute for the Early Childhood Education of the Handicapped, Institute for the Study of Exceptional Children, and Carolina Institute for Research on Early Education for the Handicapped (CIREEH). Among the publications abstracted are the following: "Early Intervention with the Young Severely Handicapped Child" (D. Bricker, M. Dow); "The Milwaukee Project--A Study of the Use of Family Intervention to Prevent Cultural-Familial Mental Retardation" (R. Heber, H. Garber); "The Effects of Early Childhood Educational Intervention on School Performance" (F. Palmer); and "The Ypsilanti Perry Preschool Project--Preschool Years and Longitudinal Results" (D. Weikart, et al.). (SW)

ED222025 EC150094

Regulations of the Commissioner of Education, Subchapter P, Pursuant to Sections 207 and 4403 of the Education Law, Part 200--Handicapped Children.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Report No-NYSED-82-6875

Pub Date 1 Jul 82

Note-50p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Delivery Systems; *Disabilities; Due Process; Elementary Secondary Education; Individualized Education Programs; Private Schools; Program Costs; Residential Programs; *Special Education; State Programs; *State Standards; Student Evaluation; Student Placement

Identifiers-*New York

New York state's regulations regarding education of handicapped children are presented, as amended March 26, 1982. Among the topics addressed are Board of Education responsibilities; Committee on the Handicapped; procedures for referral, evaluation, individualized education program development, placement, and review; procedural due process; continuum of services; program standards for private schools and state operated or state supported schools; state reimbursement to private schools and special act school districts educating children with handicapping conditions; reimbursement to certain state operated and state supported schools for blind, deaf, and severely handicapped students; admission to public schools of children residing in facilities of Office of Mental Health or Office of Mental Retardation and Developmental Disabilities or child care institutions; state assistance for transportation of handicapped pupils; and educational programs for autistic pupils. (CL)

ED222044 FL013210

England, Lizabeth

The Role of Integrative Motivation in English as a Second Language Learning Among a Group of Foreign Students in the United States.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date May 82

Note-31p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Acculturation; College Students; *English (Second Language); *Foreign Students; Higher Education; Integration Readiness; *Language Attitudes; Language Research; *Learning Motivation; *Second Language Learning

The role of such affective variables as integrative motivation in successful adult second language learning is explored. It is argued that the myth of the melting pot is based on commitment to integration, and that integrative motivation is thus viewed as desirable in minority group members. Studies of affective variables in second language learning have proposed models that state that successful learners of English must have positive attitudes toward English speakers. These models are based on belief in the superiority of the integrative motive over an instrumental motive. The acculturation model for second language acquisition and seven studies linking attitudes to language learning are reviewed. These studies assume a casual link between acculturation and language learning success. In order to test this assumption, a language attitude questionnaire was administered to 84 foreign students at a U.S. university who were considered successful English learners, and in-depth interviews were conducted with nine of the students. Little evidence of an integrative orientation was found among these successful English learners. In conclusion, English as a second language teachers should recognize that their students may not have an integrative orientation toward American culture. (RW)

ED222087 FL013269

Hodge, Virginia D.

Bilingualism and Self-Constancy: A Structural Approach.

Pub Date Jun 76
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Afrikaans; *Bilingualism; English; Personality Traits;
Psycholinguistics; *Psychological Characteristics; *Self Concept
Identifiers-South Africa

The phenomenon of ego-switch, reported by many bilinguals as the perception that they have a different personality associated with each of their languages, is examined. In a study involving a sample of 252 white South African students who spoke English and Africaans, subjects were administered psychological tests and a questionnaire on their language background. While 40 percent of the subjects reported no ego-switch, the remainder reported either ego-diffusion or a more complete form of ego-switch. The subjects who reported ego-diffusion described it in terms of being inept and less able to express themselves when using their second language. Those reporting the more complete form of ego-switch consciously perceived themselves as having a separate personality for each language and viewed this as a normal and positive phenomenon. Possible explanations for ego-switch include differences in language proficiency, differences in the cultural milieu in which each language is used, and differences in awareness of paralinguistic phenomena such as gestures and body cues. Other possible factors involve (1) elaborated versus restricted modes of language use, (2) compound versus coordinate bilingualism, (3) integration of speech and kinesic communication channels, and (4) ego-switch as a function of feedback variation. (RW)

ED221657 CE032954

Apfel, Maura; Weaver, Trudy Karlene

Dental Office Procedures. Student's Manual.

Texas Univ., Austin. Center for Occupational Curriculum Development.

Pub Date 81

Note-26p.; For related documents, see CE 032 955-957.

Available from-Center for Occupational Curriculum Development, The University of Texas at Austin, P. O. Box 7218, Austin, TX 78712 (Stock Number HO-105-S, $6.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; Codes of Ethics; *Dental Assistants; Dentistry; *Ethics; Individualized Instruction; Laws; *Office Management; Postsecondary Education; Professional Associations; Psychological Needs; Psychology; Secondary Education; *Units of Study; Vocational Education

This manual is part of a series dealing with skills and information needed by students in dental assisting. The individualized student materials are suitable for classroom, laboratory, or cooperative training programs. This student manual contains three units covering the following topics: ethics and jurisprudence; the appointment book; and psychology for dental services auxiliaries. For each unit, student learning objectives, new terms and definitions, and information sheets are provided. A bibliography completes the booklet. (KC)

ED221677 CE033676

Shaffer, Kathy M.

Retention of Nontraditional Vocational Students: Strategies for Support Staff.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date [82]

Note-80p.; For related documents, see ED 215 225 and CE 033 674-677.

Available from-Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Counselor Role; Curriculum; Educational Policy; Evaluators; Inservice Education; Inservice Teacher Education; Media Specialists; Networks; *Nontraditional Occupations; Resource Staff; Responsibility; School Counselors; *School Holding Power; *Secondary Education; Self Concept; *Staff Role; *Vocational Education

Identifiers-*Support Personnel; Vocational Resource Educators

This manual presents strategies that are intended for use by support staff to retain nontraditional male and female students in secondary vocational education programs. They may also be applicable to postsecondary and adult vocational students. Strategies are divided into five major categories: policy, inservice (workshops and training activities on retention awareness), curriculum support, self-awareness, and networking (public relations ideas and activities and strategies). Each strategy is presented on a separate page. First, a statement of the strategy tells who is involved and what is expected. Then, three sections, (1) to identify different methods to implement the strategy, (2) to present concerns and offer guidelines, and (3) to provide a plan for action that may offer more guidelines, offer resources and guide the implementer to the appendixes where supplemental activities and materials are to be found. Appendixes are divided into the five major strategy divisions that contain the supplemental materials mentioned in the main section of the manual. The materials are marked as transparency, activity, or written information. (YLB)

ED221696 CE033774

Mathematics in Vocational Education.

Oregon State Univ., Corvallis. Vocational-Technical Education Dept.
Spons Agency-Oregon State Dept. of Education, Salem. Div. of Vocational Education.
Pub Date 82
Note-116p.; Developed by Lebanon Union High School, Oregon.
EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Learning Activities; Lesson Plans; *Mathematical Applications; *Mathematical Concepts; Mathematics; *Mathematics Instruction; Postsecondary Education; Secondary Education; *Teaching Methods; *Vocational Education

This handbook was developed to help the vocational teacher aid students in solving mathematical problems in vocational education classes. Most of the examples in the handbook were derived from metal-working and industrial mechanics classes; however, the procedures explained through them will work in any vocational class. The handbook is divided into seven major sections. The first six sections are organized on the basis of major strands in mathematics: measurement, fractions, decimals, percent, conversions, and geometry. Each of the six sections describes the concept, provides suggestions for a concrete-manipulative development of the concept, and provides a sampling of the variety of application-oriented activities. The last section contains ideas and references to enrich the teacher's efforts to improve mathematical skills of vocational students. In addition, information is provided for the teacher on the teaching-learning sequence in mathematics, attitudes toward mathematics, and suggestions for teaching the various concepts. (KC)

ED221781 CG016207

Sheppard, Alice; Gange, Julie

Do Androgynous Women Reject Femininity? An Investigation of Sex Role and Magazine Choice.

Pub Date Apr 82

Note-9p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Androgyny; Comparative Analysis; *Females; *Feminism; Higher Education; *Periodicals; Psychological Needs; Role Conflict; Role Models; *Sex Role; *Sex Stereotypes

The mass magazine industry offers new role images for women in contemporary magazines, assuming that they reflect the psychological needs of women's changing sex-role identities. To determine whether women classified as androgynous by the Bem Sex Role Inventory (BSRI) would prefer nontraditional models of femininity, 101 college women were asked to complete the BSRI and rate 55 magazine covers on their interest in reading the magazine. All subjects preferred the traditional women's magazines, suggesting that androgyny may not reflect a change in sex-role identity as in values and standards of behavior. Of the four magazine clusters related to sex role, androgynous women gave high ratings to sports and science magazines. In contrast, stereotypic females gave high ratings to fine arts/sophisticated magazines, with a slight edge to magazines oriented to the home. The findings failed to confirm the hypothesis that psychological androgyny would be related to diverging sex-role images. (Author/JAC)

ED221805 CG016232

Carr, Rey A.

Theory and Practice of Peer Counselling = Le Co-Conseil--Theorie et Pratique.

Canadian Commission of Employment and Immigration, Ottawa (Ontario).

Pub Date 81

Note-63p.; Presentation made to the National Consultation on Vocational Counselling. French version begins on page 33.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adolescents; Adults; *Counseling Techniques; *Counseling Theories; *Counselor Training; Decision Making Skills; Empathy; Foreign Countries; *Helping Relationship; Models; *Peer Counseling; *Peer Influence; Program Descriptions; School Counseling; Secondary Education

Identifiers-*Canada

This report details the rationale, origins, and practice of peer counseling, a system of training people to help other people through empathy and decision-making. Specific applications are described, with particular attention to involving adolescents as peer counselors. The article illustrates the training model of peer counseling as developed by the Peer Counseling Project at the University of Victoria, including recruiting and selection of volunteers, the training process and training content, and the assignment of students as peer counselors. The use of the model with other groups is also discussed. The materials conclude with an exercise that may be used with adults to help identify peer-related decision-making processes. (Author/JAC)

ED221828 CS006815

Schnurr, Paula; Morris, William N.

When Consistency Fails: Limiting Reconstructive Errors in Memory.

Pub Date Apr 82
Note-12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 14-17, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes; Error Patterns; Higher Education; Memory; Psychological Patterns; *Reading Research; *Recall (Psychology); Research Methodology; *Social Psychology
Identifiers-*Reconstructive Memory

A study was conducted to explore the generality of reconstructive processes of memory for social information. Sixty college students divided evenly into six experimental and control groups were asked to read one of two versions of a story: one in which a couple happily agreed not to have children, the other in which the man's desire to remain childless greatly upset the woman. Those in the experimental groups were then asked to write their impressions of the story. Subjects who had read about the disagreeing couple were then told they had gotten married, and those who read about the agreeing couple were told they had split up. Those in the control groups either received the biasing information before writing their impressions or did not write any impressions. At the second session, either 2 days or 2 weeks later, subjects were asked to recall the story they had read during the first session and to avoid adding their own impressions or thoughts to the account. The primary dependent measure was the number of reorganizing errors in the subjects' recall. Subjects who were tested after 2 days were more accurate in their overall recall than those tested after 2 weeks. There were no other differences in overall recall between groups. Contrary to prediction, those who learned the marriage outcome before writing their impressions did not commit a greater number of reorganizing errors than those who wrote no impression. They did, however, commit more errors than those who wrote an impression before receiving the biasing information, although the effect was only marginal. (HTH)

ED221912 EA014760

Canipe, Stephen L.

School, Government, and Energy Interactions.

Pub Date 80

Note-70p.; Presented in partial fulfillment of requirements for Political Science degree at Duke University.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Costs; Elementary Secondary Education; *Energy Conservation; *Federal Legislation; Federal Regulation; Federal State Relationship; Fuel Consumption; Policy Formation; *Public Policy; School Buildings; State Action; State Departments of Education; *State Programs; *State Standards; Student Transportation

Identifiers-Energy Conservation and Production Act 1976; Energy Policy; Energy Policy and Conservation Act 1975; National Energy Conservation Policy Act; *North Carolina; *Rules and Regulations

This document examines three major federal statutes affecting school energy conservation, describes laws and regulations enacted in North Carolina to promote school energy conservation, and touches on possible energy options open to schools. The federal laws discussed are the Energy Policy and Conservation Act of 1975, dealing with the establishment of plans for energy conservation by the president and requiring enactment of state energy conservation measures; the Energy Conservation and Production Act of 1976, encouraging and facilitating the application of energy conservation and renewable energy measures in new and existing buildings, among other provisions; and the National Energy Conservation Policy Act of 1978, providing funds directly to the states for initiation of energy conservation procedures. The 17 provisions of the North Carolina State Plan for obtaining federal grant moneys for energy conservation measures are detailed next. The remainder of the document consists primarily of a consideration of the feasibility, relevance, and potential impact on schools of energy conservation rules, regulations, and guidelines established by North Carolina. Particular attention is paid to the building code adopted by the state in 1978, the state board of education's regulations regarding transportation and building operation, and the nature of electricity rates applicable to schools. (PGD)

ED221931 EA015004

Johnson, Susan Moore

Seniority and Schools.

Spons Agency-Ford Foundation, New York, N.Y.; Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date 20 Mar 82

Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Collective Bargaining; *Contracts; Elementary Secondary Education; *Employment Practices; Industry; Labor Problems; Personnel Policy; Reduction in Force; *Seniority; *Teacher Dismissal; Teacher Employment; Teacher Transfer; Tenure; *Unions

Identifiers-Massachusetts

The use of seniority in current school layoff and transfer practices and the impact of seniority provisions on school operations are examined in this paper. The data for the study came from two sources: interviews with teachers, principals, union leaders, and district administrators in four school districts (drawn from a national sample) facing enrollment decline and budgetary reductions; and a review of teacher contracts in force in 60 Massachusetts school districts. The paper first discusses the arguments for and against using seniority as a major criterion for actions affecting employees. Explored next are effects, costs, and benefits of seniority policies on teacher layoff, transfer, and bumping in the four districts where educators were interviewed. The role of seniority in industry's employment practices is considered next, for purposes of comparison. The report then identifies the major elements of contract provisions relating to seniority, including criteria for layoffs, layoff units, bumping rights, and other relevant educational factors. The document closes with a clarification of the differences between unions' and teachers' views on seniority rules and an assertion that it is possible to design seniority provisions that do not conflict with the interests of education. (PGD)

ED222140 HE015553

President's Report in Response to the Governor's Request on Reducing the Scope of the University of Wisconsin System.
Wisconsin Univ. System, Madison. Board of Regents.
Pub Date 18 Apr 75
Note-103p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Access to Education; Administrative Policy; Advisory Committees; College Planning; College Role; Decision Making; Educational Finance; Educational Opportunities; Educational Policy; Educational Quality; Enrollment Projections; *Financial Problems; *Higher Education; Multicampus Colleges; *Public Policy; Retrenchment; School Closing; School Size; *State Universities
Identifiers-*Blue Ribbon Commissions; Program Discontinuance; *University of Wisconsin System; Wisconsin

A plan for reducing or consolidating institutions and programs of the University of Wisconsin (UW) is presented, based on a request by Wisconsin Governor Patrick J. Lucey in 1975. The Governor's basic fiscal and enrollment assumptions are identified, and the findings and recommendations of the UW system President John Weaver are presented. Part 1 of the report considers the implications of enrollment forecasts, educational opportunity, campus sizes and missions, program offerings and evolving societal needs, in relation to quality and cost. Part 2 addresses directly the request of the President to the Board of Regents for a statement of current planning assumptions, procedures, and directions. Finally, part 3 responds directly to the Governor's directive, in presenting criteria, procedures, and legislative language by which the State could, if it deems such action to be in the public interest, take immediate steps to initiate reduction in the scope and size of the university system. Conclusions include the following: unless artificial limits are placed on enrollments, enrollments in the university system will increase for the next 5 years; reducing significantly the scope of the UW system over the next decade will reduce access to educational opportunity for some people; and cutting the number of institutions or programs without reducing the numbers of students, faculty, and staff will not yield significant savings. A summary table is presented that outlines decisions and actions that would follow from proceeding with planning directions currently established or proposed versus reducing the scope of the UW system. Appended materials include data on campus finances and letters pertaining to the public policy regarding the UW system. (SW)

ED221736 CE033915

Pribyl, Paul F.

Fire Fighter Level I-II-III [and] Practical Skills Test. Wisconsin Fire Service Certification Series. Final Revision.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date Jan 80

Note-78p.; This document replaces "Fire Fighter Level I-II." For related documents, see CE 033 897-914.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavioral Objectives; *Fire Fighters; *Fire Science Education; Job Skills; *Performance Tests; Postsecondary Education

Practical skills tests are provided for fire fighter trainees in the Wisconsin Fire Service Certification Series, Fire Fighter Levels I, II, and III. A course introduction appears first and contains this information: recommended instructional sequence, required facilities, instructional methodology, requirements for certification, course administration, skills testing, required forms, and certification expiration. Three required forms are included. Practical skills tests are then provided for these units in the training course: general (orientation); portable extinguishers; ropes and knots; protective breathing apparatus; ladders; hoses, nozzles, and appliances; water supplies; fire streams; sprinklers; forcible entry; ventilation; rescue; salvage and overhaul; fire department communications; and fire inspection. The equipment and material to be furnished at the test site is listed for each unit. The form for each test within a unit has this format: candidate information (name; social security number; department; vocational, technical and adult education district; and county), level for which the test is intended, behavioral objectives, pass/fail information, examiner/evaluator signature, and additional comments. (YLB)

ED221891 CS503959

Gordon, Ron

"Really 'Communicating'": The Explication of an Expression.

Pub Date [82]

Note-40p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Affective Measures; *Attitudes; College Students; *Communication (Thought Transfer); Communication Problems; *Communication Research; Females; Higher Education; *Interpersonal Communication; Males; Models; *Sex Differences

Identifiers-Positive Attitudes

A study was conducted to test the hypothesis that "really communicating" would be identified as a positive experience for communicators, as represented by the use of the positive factor clusters of the Joel Davitz model of affective experience (i.e., moving toward others, enhancement, comfort), and that a greater proportion of females than males would report heightened cognitive-physical-affective functioning when "really communicating." Eighty-six undergraduate students completed a 382-item check-list, representing Davitz's 12 clusters, in response to a passage regarding unsuccessful and successful communicating experiences. The results supported the hypothesis. The clusters the respondents drew upon to convey the experience of "really communicating" were those associated with the factor Davitz termed positive. By contrast, there were not enough items from the negative clusters to warrant inclusion. While there was 85% between-sex agreement as to what items constituted "really communicating," there were 19 significant differences between the sexes, all with females in the higher proportions, distributed across the comfort, moving toward others, activation, and miscellaneous clusters. (A discussion of Davitz's study and the resulting clusters and a copy of the passage to which the subjects responded are included in the text.) (HTH)

ED222106 HE015448

Brawer, Michael P.

Integrating Motivational Activities into Instruction: A Developmental Model.

Pub Date 9 Apr 82
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Environment; *Diagnostic Teaching; *Educationally Disadvantaged; Higher Education; High Risk Students; *Instructional Design; *Learning Motivation; Learning Processes; *Models; Student Characteristics; Student Motivation; *Student Needs; Teaching Methods

A model for integrating motivational activities into instruction and the problem with motivational activities in the classroom for the disadvantaged learner are examined. Eight basic learning processes are identified that the teacher should understand in preparation for presenting information to students: attention/reception, selective perception, rehearsal, semantic encoding, search and retrieval, response organization, feedback, and executive control. Motivational activities can help to gain the interest of the learner and make the task relevant to the learner. Four basic steps that should lead a teacher or instructional designer toward a definitive means of selecting appropriate motivational activities and incorporating them into instruction are considered. The first step is to determine the media needs of the learners (e.g., lower ability groups generally respond better to visual stimuli such as films, overheads, or displays). The second component of the model is derived from examining the prior decisions and entails such decisions as whether the motivational activity should focus on related past instruction, or whether remedial activities are needed. A next step is to examine the feasibility of that activity within the learning environment (i.e., the time and materials available), and the final step is to develop/select the actual motivational events of instruction. It is suggested that by examining the problem of motivation, identifying student characteristics, and carefully planning lessons, many of the motivational problems teachers face in the classroom can be overcome. A flowchart illustrating the steps in selecting motivational activities for instruction is appended. (SW)

ED222175 IR010408

Batty, David

Factors and Problems Affecting the Development of Self-Instructional Programs for Hearing-Impaired Students. A Preliminary Checklist.

CDB Enterprises, Inc., Silver Spring, MD.

Pub Date 80

Note-26p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Hearing Impairments; *Independent Study; *Influences; Problems; *Program Development; Programed Instruction; Students

This bibliography provides a 196-item list of journal articles, research reports, doctoral dissertations, and other publications and materials pertaining to the development of self-instructional programs for the hearing impaired. Entries are arranged alphabetically by author name and a keyword index to the listings is provided. (JL)

ED221716 CE033895

Wircenski, Jerry L.; Tilton, Norm L.

The Formulation of an Instructional Resource Team for the Training of Vocational Teachers of Disadvantaged Learners. Final Report. Vocational-Technical Education Research Report, Volume 20, Number 3.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency-Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date Jul 82

Contract No-PDE-94-2024

Note-145p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Delivery Systems; *Disadvantaged Youth; Educational Needs; *Educational Resources; Information Dissemination; *Inservice Teacher Education; Models; Postsecondary Education; Preservice Teacher Education; *Program Improvement; Secondary Education; Vocational Education; *Vocational Education Teachers; Vocational Schools

Identifiers-*Pennsylvania (Centre County)

A project was conducted to develop and implement a field-based inservice and preservice model to increase vocational education services to disadvantaged students in the Centre Region of Pennsylvania. With the help of an advisory committee, the following activities were carried out: (1) an instructional resource team was developed and services were provided to six schools in the Centre Region of Pennsylvania; (2) 42 teachers and approximately 280 disadvantaged students profited from the services of the instructional resource team; (3) an informal dissemination network was developed among the six participating schools and resource team members; (4) resource libraries containing special needs resource materials were initiated in two schools; and (5) a resource manual was developed for Altoona and Cumberland-Perry schools to disseminate information about community agencies that provided services to disadvantaged clientele. Following a review of the project materials, teacher surveys, advisory committee reports, and interviews with the project staff, recommendations were made to expand the instructional resource team model, to increase the time spent in each school, to conduct a needs assessment in a school before implementing services, and to develop a peer tutor model and volunteer aid model to respond to the need for direct services to teachers. (Author/KC)

ED221848 CS006850

Doyle, Beverly A.

Integrating Language in the Reading Curriculum.

Pub Date 82

Note-11p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (10th, Omaha, NE, September 30-October 2, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Grade 3; *Integrated Curriculum; Language Acquisition; *Language Handicaps; *Language Skills; Learning Disabilities; Oral Language; Primary Education; Reading Difficulties; Reading Instruction; *Reading Research; Remedial Instruction; *Skill Development

Because research data indicate a positive correlation between verbal disabilities and reading retardation, a study was conducted to determine the effectiveness of an integrative approach to language development through the reading curriculum over more traditional therapy approaches. Students from three third grade elementary school classrooms were screened using a battery of selected language and cognitive assessment devices. Ten children referred for having school-related difficulties were tested and found to have significant language delays. Five of these children were assigned to an experimental group and given language therapy as part of their reading program. Five were assigned to a control group and taught traditional reading. Guidelines for the teacher in the experimental condition included using simplified instructions, providing moral support and verbal cues, and providing children with plenty of opportunities for achieving success. At the end of one semester, both groups were tested using the Peabody Picture Vocabulary Test and the Test of Auditory Comprehension of Language. The results indicated that students exposed to language therapy via their reading lessons improved their scores significantly on the two language comprehension tests. Students who received traditional reading and language intervention had less significant gains on these two measures. (HTH)

ED221870 CS207195

Language Arts K-12. A Goal Directed Approach for Educational Programs. Program Goals, Grade and Course Level Objectives, Learning Outcomes.
Boulder Valley School District RE-2, Boulder, Colo.
Pub Date Dec 80
Note-616p.
Available from-Boulder Valley School District Re-2J, 6500 East Arapahoe, P. O. Box 9011, Boulder, CO 80303 ($9.00).
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-*Behavioral Objectives; Course Descriptions; Curriculum Development; Curriculum Guides; *Educational Objectives; Elementary Secondary Education; *Language Arts; Library Skills; Listening Skills; Reading Skills; Writing Skills

Based upon the concept that each step in the development of an educational program for students is directed toward a known goal, this detailed curriculum guide provides program goals, grade and course level objectives, and learning outcomes in language arts for kindergarten through grade 12. The prefatory section of the document briefly presents the philosophy behind the program, its goals, and its rationales on the elementary, middle, and senior high levels. The three main chapters of the document provide detailed outlines of the courses on each of these three levels. The chapter concerning elementary language arts also contains the curriculum guide for the program's library media skills component for all grades. (JL)

ED221951 EA015078

Bruno, Rosalind R.

Private School Enrollment, Tuition, and Enrollment Trends: October 1979. Current Population Reports, Special Studies, Series P-23, No. 121.

Bureau of the Census (DOC), Suitland, Md.

Pub Date Sep 82

Note-57p.; Not available in paper copy due to small print of original document.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($4.75).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Early Childhood Education; Elementary Secondary Education; *Enrollment; *Enrollment Trends; Family Characteristics; National Surveys; *Private Schools; *School Statistics; *Student Characteristics; Tables (Data); *Tuition

Identifiers-Current Population Survey

This document presents an analysis of data from the October 1979 Current Population Survey (CPS) on private school enrollment and the levels of tuition paid by families of private school students at the preschool, elementary, and secondary levels. The data are presented in 24 charts and tables and the major trends and patterns are discussed in accompanying text. The information presented is analyzed according to school characteristics (type of agency sponsoring the school, level of school, and location of school) and student characteristics (race, family income, tuition paid, location of residence, family education level, and number of family members enrolled). Some enrollment data from the CPS for the years 1948-78 are included to show trends in private school enrollment over three decades. (Author/PGD)

ED222026 EC150095

California Master Plan for Special Education: 1980-81 Annual Evaluation Report. A Report to the State Board of Education, the Legislature, and the Governor, as Required by Education Code Section 56602.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

Pub Date 82

Note-73p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement; Administrator Attitudes; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; Parent Attitudes; *Program Evaluation; *School Districts; *Special Education; Student Attitudes; Student Placement; Teacher Attitudes

Identifiers-*California

California's Master Plan for Special Education provides information on the extent and effectiveness of special education services for exceptional students in local plan areas (LPAs) for 1980-1981. Findings are grouped according to the following seven evaluation criteria (sample findings in parentheses): availability of special education services (an increase in LPAs from 21 to 42); correspondence with individualized education programs (students were taught in a variety of classroom settings with a variety of teaching techniques, although some high school students did not receive needed vocational education services); instruction in the least restrictive environment (students moved toward regular classrooms, and efforts to provide opportunities in regular school programs were generally successful); student changes as a result of special education (most made positive changes in seven aspects of growth and development); attitudes of parents, students, and school staff toward services (regular and special teachers in five LPAs knew about and appreciated each other's work, and resource specialists, administrators, and program specialists expressed positive attitudes); assistance to LPAs in program evaluation (extensive participation by school staff, parents, and students in LPA evaluations); and use of evaluation to improve programs (special LPAs made local decisions on staff allocation, emphases for staff development, transportation services, paperwork reduction, compliance actions, and program location based in part on information from local evaluation studies). Among six appendixes are lists of LPAs conducting evaluation studies and methods used by LPAs in evaluation studies. (CL)

ED222088 FL013271

Pohl, Lothar

Communicative Intention and Language Proficiency in a 'Real Life' and Second Language Teaching Situation.

Pub Date Apr 82

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Communication; *Communicative Competence (Languages); Foreign Countries; Language Proficiency; *Notional Functional Syllabi; *Second Language Instruction; Teaching Methods

Identifiers-East Germany

The notional-functional or communicative approach to foreign language teaching as practiced in East Germany is described. The purpose of communicative foreign language teaching is to prepare the learner to communicate in real-life situations. Classroom and real-life situations differ in several respects, most notably in communicative intention. The intention in real-life situations depends on individual needs and interests, while the intention in classroom situations depends on the didactic aims of the course. While foreign language classes should be as lifelike as possible, the ability to create lifelike situations is limited by objective and subjective factors. Realism in foreign language teaching means taking account of the reality of classroom limitations. The extent to which reality is involved in each phase of foreign language learning is detailed. Seven phases are identified including imparting basic information to students, repetition of information so that students can internalize it, and additional practice to develop automatic use of discourse elements. These consecutive phases are necessary for effective language learning. (RW)

ED222157 HE015601

Kimble, Gregory A.

Background Materials for Chairman's Workshop.

Pub Date 30 Aug 78

Note-77p.; Materials prepared for workshop given by the National Council of Graduate Departments of Psychology, American Psychological Association (Toronto, Ontario, August 30, 1978).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrator Role; *Budgeting; College Faculty; *Department Heads; Departments; Faculty Evaluation; Faculty Workload; Graduate Students; *Graduate Study; Higher Education; Productivity; *Psychology; Records (Forms); Scholarship; School Organization; Teacher Administrator Relationship; Teacher Promotion; Teaching Assistants

Information for newly appointed heads of graduate departments of psychology is presented as background material for the 1978 chairmen's workshop. Topics include the following: the budgetary situation, faculty productivity, faculty workload, teacher recruitment, faculty morale, graduate student morale, teaching load of teaching assistants, the intellectual and attitudinal situations, the structure of universities, the role of the department head, methods of strengthening the department, the departmental budget, and personal style. It is suggested that the academic world is currently dominated by three powerful forces: insufficient funds to accommodate current levels of activity, much less support expansion; a rapidly changing intellectual situation that brings special pressures for academic administration; and an attitudinal situation that adds to the department head's problems. The almost universal reaction to this difficult academic situation has been for university administrators to pay more attention to faculty productivity and workload. Issues of tenure, replacement of faculty who leave, and the consequences of unionization are also addressed. One trend in graduate study is a move from high specialization to more general training. Three levels of administration are considered: the upper or central administration, colleges and schools, and the department. The department head position is examined in relation to three roles: leader, manager, and passive caretaker. Functions of recruiting and appointing new faculty, faculty development, and faculty evaluation are addressed, including salary recommendations, promotion, tenure, and dismissal. A form for reporting scholarly and professional activities is appended. (SW)

ED222196 IR010432

Bates, Madeleine; And Others

Generative Tutorial Systems.

Pub Date Mar 81

Note-18p.; Paper presented at the Annual Meeting of the Association for the Development of Computer-Based Instructional Systems (Atlanta, GA, March 3-5, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computational Linguistics; *Computer Assisted Instruction; *Computer Programs; *English Instruction; Individual Needs; Microcomputers; *Programed Tutoring; *Transformational Generative Grammar

Identifiers-Computer Assisted Language Instruction; *Generative Computer Assisted Instruction

The advantages of a knowledge-based computer program that creates exercises for language instruction rather than presenting pre-stored materials are discussed, and one such system, ILIAD, is described. Designed to address a broad range of language learning needs, this system can be used by people learning English as a second language and by children or adults with language-delaying handicaps, such as deafness, as well as by native English speakers. The generality and power of the approach are stressed, with emphasis on the computer's ability to meet individual student needs, and its applicability to a wider variety of tutorial purposes and material than traditional computer-assisted instruction systems. Soecific examples of several ILIAD tutorials demonstrate the power of a generative system with user-specifiable options, and approaches to computer-assisted language instruction in both traditional and generative systems are presented in tabular form for comparison. Developed on a large computer (InterLisp on a DEC System 20), ILIAD is being re-implemented for microcomputer (UCSD-Pascal on Apple and Cromemco systems). Appendices include sample base and surface structures, as well as sample sentences generated by ILIAD. Sixteen references are listed. (LMM)

ED221658 CE032955

Apfel, Maura; Weaver, Trudy Karlene

Dental Chairside Technique. Student's Manual.

Texas Univ., Austin. Center for Occupational Curriculum Development.
Pub Date 81
Note-39p.; For related documents, see CE 032 954-957.
Available from-Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock Number HO-104-S, $6.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Anesthesiology; Behavioral Objectives; *Dental Assistants; *Dentistry; *First Aid; Hand Tools; Individualized Instruction; *Instrumentation; Postsecondary Education; Secondary Education; *Units of Study; Vocational Education
Identifiers-Dental Equipment; Oral Hygiene

This manual is part of a series dealing with skills and information needed by students in dental assisting. The individualized student materials are suitable for classroom, laboratory, or cooperative training programs. This student manual contains four units covering the following topics: local anesthesia; dental office emergencies; oral hygiene; and instrumentation. For each unit, student learning objectives, new terms and definitions, and illustrated information sheets are provided. A bibliography completes the booklet. (KC)

ED221697 CE033782

Gutshall, Dan

Guidelines and Suggestions for Developing a Vocational Agribusiness Program in Secondary Educational Systems.

Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Pub Date [82]
Note-78p.; Prepared at Tonganoxie High School.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Agribusiness; *Agricultural Education; Behavioral Objectives; *Curriculum Development; Curriculum Guides; Equipment; Guidelines; Lesson Plans; Secondary Education; *Secondary School Curriculum; Teaching Methods; Units of Study; *Vocational Education; Work Experience Programs

This booklet contains guidelines and suggestions for starting or expanding an existing agricultural production/ mechanics program to include an agribusiness program in secondary schools. The ideas and recommendations were prepared and field tested in an agribusiness program started and currently in progress in Tonganoxie High School (Kansas). The manual contains eight chapters covering the following topics: definition of agribusiness; reasons for selecting units of instruction for agribusiness; the four-year program; equipment and facilities for an agribusiness program; minimum elements for an effective agribusiness program; changing the agricultural production program to include agribusiness; suggestions for using other segments of secondary instruction with agribusiness; and, a supervised occupational experience program in agribusiness. (Chapter 4, covering the four-year program, presents a complete curriculum for an agribusiness program.) Suggested lesson plans, unit ideas, and references are included in the materials. (KC)

ED221758 CE034085

Engineering Drawing II, 6-2. Military Curriculum Project for Vocational and Technical Education.

Army Engineer School, Fort Belvoir, Va.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 78
Note-233p.; For a related document see CE 034 084.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Architectural Drafting; *Engineering Drawing; Maps; Military Personnel; Military Training; Postsecondary Education; *Reprography; Secondary Education; *Technical Education; *Technical Illustration
Identifiers-Military Curriculum Project

This military-developed text consists of seven lessons to teach students with basic drafting skills more advanced techniques. Covered in the individual lessons are the following topics: auxiliary views; isometric drawing; screws, bolts, rivets, and welds; detail and assembly practices; intersections and developments; machine drawing; architectural and structural drawing; map drawing; and drawing reproduction. Each lesson contains objectives, readings, review exercises, answers to the exercises, and practice drawings. The material is designed for self-paced, individualized instruction. (MN)

ED221806 CG016233

Peavy, R. Vance

Counselling Adults for Decision-Making: A Pragmatic Orientation.

Canadian Commission of Employment and Immigration, Ottawa (Ontario).
Pub Date [81]
Note-249p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Adult Counseling; *Adult Development; Case Studies; Communication Skills; *Counseling Techniques; Counselors; *Counselor Training; *Decision Making Skills; *Empathy; Foreign Countries; Higher Education; Pragmatics; Textbooks
Identifiers-*Canada

This textbook for counselor trainees examines three key concepts in counseling: empathy, decision-making, and learning. It is intended to be used by counselors working with adults, especially in the area of decision-making skills. The importance of the counselor's direct perception of the client's situation is emphasized along with accurate knowledge of the social contexts in which the client is living. The author provides exercises, especially in the section on empathic listening, which can be used to enhance practical learning. Specific counseling techniques are explained and theoretical considerations of decision-making are discussed. Several case studies are used as examples of the counseling techniques. (JAC)

ED221972 EC150039

Brookfield, Jeffri, Comp.; And Others

What's Where? A Catalog of Products Developed by HCEEP Projects. Second Edition.

Western States Technical Assistance Resource, Monmouth, Oreg.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Pub Date Jun 82
Contract No-300-80-0753
Note-128p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Audiovisual Aids; *Disabilities; Early Childhood Education; Guidelines; Infants; *Instructional Materials; *Parent Education; *Program Descriptions; Resource Materials; Student Evaluation
Identifiers-*Handicapped Childrens Early Education Program

The catalog presents a compilation of 323 print and audiovisual materials developed throughout the country by 55 HCEEP (Handicapped Children's Early Education Program) projects. Product listings are arranged alphabetically by title and are cross referenced by contributor and subject area in the accompanying indexes. Each product entry includes information on author, publication date, length and type of product, intended audience, address and phone number of the distributor, and price. In addition, each entry presents a brief description of the product. Among the subjects included are activity guides, assessment (program and student), behavior analysis/management, infant curricula, parent education programs, legal requirements, interagency coordination, public awareness, screening, and staff training. (CL)

ED221991 EC150059

Due Process Procedures: A Guide for Parents and School Administrators. Second Revision.

Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.
Pub Date 25 Feb 82
Note-48p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Disabilities; *Due Process; Educational Policy; Elementary Secondary Education; Guidelines; *Hearings; Legal Responsibility; Parent Role; School Districts; *State Standards
Identifiers-*Education for All Handicapped Children Act; *Oklahoma

Intended for parents and school administrators, the guide presents Oklahoma state policies and procedures to guarantee due process protection to disabled children and their parents in regard to the identification, evaluation, and appropriate educational placement of children. Initial sections outline who may request a hearing and for what purpose, and procedures for requesting a due process hearing. Prehearing procedures are addressed in section 3 in terms of the local education agency (school) responsibility, the responsibility of parents or other representative, the responsibility of the state department of education's special education section, and the hearing officer responsibility. Sections 4, 5, and 6 briefly cover the mediation process, extension of time, and nonappearance. Guidelines for setting up the due process hearing are offered in a seventh section which addresses the hearing officer's responsibility, the setting, witnesses, evidence, attendees, and the prehearing conference. Outlined in Section 8, on the formal due process hearing, are guidelines regarding authority and procedures (in such areas as examination and cross examination, closing statements, and the written decision format). Financial responsibility of the local education agency, the parents, the state department of education, and the hearing officer is considered in Section 9. A final section focuses on the due process hearing decision appeal. Appendixes contain the regulations for due process in P.L. 94-142 (the Education for All Handicapped Children Act), a sample local education agency checklist for a due process hearing, and sample due process forms. (SW)

ED222067 FL013233

Nerenz, Anne G.; Knop, Constance K.

The Effect of Group Size on Students' Opportunity to Learn in the Second-Language Classroom.

Pub Date 82

Note-14p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Louisville, KY, April 22-24, 1982). In: ESL and the Foreign Language Teacher.

Available from-Not available separately; see FL 013 228.

Document Not Available from EDRS.

Descriptors-Class Activities; Classroom Observation Techniques; *Class Size; Elementary Secondary Education; Group Activities; Higher Education; Individualized Instruction; Instructional Design; Language Skills; *Large Group Instruction; Listening Skills; Participation; Peer Influence; Reading Skills; *Second Language Instruction; *Small Group Instruction; *Speech Communication; Student Teacher Relationship; Teaching Methods; Writing Skills

Research on the effect of small-group instruction on students' second language classroom experience, as well as strategies for teachers, are examined. Eight foreign language teachers observed their student teachers an average of 11 times each on randomly-selected days over an 8-week observation period, generating a total of 5,288 "snapshots" of teacher-student interaction. It was found that the total amount of speech was greater during large-group activities; however, teachers spoke more than students during individualized and large-group activities, while students were involved orally more than teachers during pair and small-group activities. The data indicate that pair and small-group settings provide the most efficient settings for language learning when the absolute frequency of oral production is considered. Students' active learning time was highest for large-group activities (87 percent), slightly lower for individualized and pair activities (80 and 78 percent), and considerably lower for small-group activities (67 percent). Two sets of teaching strategies that might facilitate the use of pairs or small groups are discussed. The first deals with formal and informal pairs, the membership of such groups, and the role of the teacher in maintaining a high level of engagement and use of the target language. The second focuses on classroom activities that teachers might conduct in pair or small-group settings. The development of skills in listening, speaking, reading, writing, grammar, and cultural awareness is also addressed. (SW)

ED222123 HE015530

Report and Recommendations of the Task Force to Evaluate the Final Report of the Governor's Study Commission on Structure and Governance of Education.

Maryland Governor's Study Commission on Structure and Governance of Education, Annapolis.
Pub Date Dec 75
Note-25p.; Not available in paper copy due to marginal legibility of original document.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Organization; Articulation (Education); Community Colleges; Coordination; Correctional Education; *Elementary Secondary Education; Equal Education; *Governance; Governing Boards; *Higher Education; Multicampus Colleges; Organizational Change; Public Education; Regional Planning; School Construction; State Agencies; *State Boards of Education; State Colleges; State Departments of Education; State Universities; *Statewide Planning
Identifiers-1202 Commissions; *Blue Ribbon Commissions; *Maryland

The report of the Study Commission on Structure and Governance of Education (commonly known as the Rosenberg Commission), which provoked considerable controversy because of its recommended broad changes, was evaluated by a task force through public and invitational hearings and extensive meetings. The recommendations for elementary and secondary education focus on these areas: the state board of education's structure, the state superintendent of schools' role and office, the Baltimore City school system's structure and administration, jurisdiction over collegiate programs, school construction, programs of health-related and correctional facilities, parent advisory councils, regional services, collective bargaining, cooperative arrangements with industry and government, equalizing educational opportunity, and intergovernmental relations. Recommendations for higher education include broad, statewide changes in system and institutional structures and roles, the size and composition of the State Board for Higher Education, university status for Morgan State University, no changes in the University of Maryland system, retention of a single governing board for the state colleges with some changes, incorporation of community colleges into the larger state system, a regional university system for the Eastern Shore, and consolidation of several abolished state agencies into a Department of Higher Education. Some measures for coordination of elementary, secondary, and higher education are also made. (MSE)

ED222176 IR010409

Guide for Selecting A Computer-Based Instructional System.

Texas Education Agency, Austin.
Pub Date 82
Note-33p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Clearinghouses; *Computer Assisted Instruction; *Computer Oriented Programs; Computer Programs; Computers; Elementary Secondary Education; Glossaries; *Guidelines; Indexes; *Instructional Systems; *Media Selection; Periodicals; Planning; Program Implementation; Staff Development; Student Needs

A systematic process for selecting computer-based instructional systems and incorporating them into school programs is presented in this guide. The 8-step process which is outlined includes: (1) specification of goals and objectives, (2) assessment of student needs, (3) review of the curriculum framework, (4) determination of computer applications, (5) review of software, (6) selection of the computer system, (7) management of staff development activities, and (8) development of a plan for management and evaluation. Appended to the text are guidelines on courseware selection, guidelines on computer system selection, a list of sources for software reviews, a guide to system implementation, a quick guide to the selection and implementation process as a whole, and a glossary of computer terminology. (JL)

ED221678 CE033677

Shaffer, Kathy M.

Retention of Nontraditional Vocational Students: Strategies for Classroom Support.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education

Pub Date [82]

Note-90p.; For related documents, see ED 215 225 and CE 033 674-676.

Available from-Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Curriculum; Educational Policy; Inservice Education; Inservice Teacher Education; Networks; *Nontraditional Occupations; *School Holding Power; *Secondary Education; Self Concept; Teacher Responsibility; *Teacher Role; *Vocational Education; *Vocational Education Teachers

This manual presents strategies that are intended for use by vocational instructors to retain nontraditional male and female students in secondary vocational education programs. They may also be applicable to postsecondary and adult vocational students. Strategies are divided into five major categories: policy, inservice (workshops and training activities on retention awareness), curriculum support, self-awareness, and networking (public relations ideas, activities and strategies). Each strategy is presented on a separate page. First, a statement of the strategy tells who is involved and what is expected. Then, three sections, (1) to identify different methods to implement the strategy, (2) to present concerns and offer guidelines, and (3) to provide a plan for action that may offer more guidelines, offer resources and guide the implementer to the appendixes where supplemental activities and materials are to be found. Appendixes are divided into the five major strategy divisions that contain the supplemental materials mentioned in the main section of the manual. The materials are marked as transparency, activity, or written information. (YLB)

ED221782 CG016208

Stefanko, Michael

Adolescents and Adults: Ratings and Expected Ratings of Themselves and Each Other.

Pub Date 10 Apr 82

Note-17p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982). Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences; Comparative Analysis; *Expectation; *Generation Gap; High Schools; High School Students; *Parent Attitudes; *Parent Child Relationship; *Personality Traits; Social Cognition; *Student Attitudes

Information about the types of characteristics seen by parents and adolescents in similar fashion and those seen differently may result in better prediction of teenage behavior. To compare the perceptions of adolescents and adults on 20 personality characteristics, rating tables originally constructed by Hess and Goldblatt (1957) were given to 35 Hispanic and Anglo high school students, who took complementary forms home for their parents to complete. Results were analyzed for possible differences by age, sex, ethnicity, and family size. The differences between parent and adolescent views were much less extreme than the differences originally found by Hess and Goldblatt. No significant differences for age, sex, ethnicity, or family size were found. The findings indicate that parents and adolescents expect to be viewed much differently by the other group than they actually are viewed. (Author/JAC)

ED221829 CS006819

Reading, K-6.

Long Beach Unified School District, Calif.
Pub Date 75
Note-878p.; Contains colored pages.
EDRS Price - MF06/PC36 Plus Postage.
Descriptors-*Behavioral Objectives; Content Area Reading; Elementary Education; *Program Guides; Reading Comprehension; Reading Diagnosis; *Reading Programs; Reading Readiness; *Reading Skills; Study Skills; *Teaching Guides; *Teaching Methods; Word Study Skills

Intended as a reference tool rather than as a guide to specific instructional approaches, this manual is designed to assist teachers in planning an effective reading program for kindergarten through grade 6. The first section identifies the program objectives, discusses various approaches used in reading instruction (basal, individualized, language experience, linguistic, phonics, and literature) and addresses various grouping procedures. The second section focuses on diagnosis, giving consideration to continuity, intermittent and intervening diagnosis, and teacher's knowledge of skills. Special attention is given to gross diagnosis, specific diagnosis, task analysis, sample diagnostic materials, and the informal reading inventory. The third section divides prereading skills into spatial relationships, gross motor coordination, fine motor coordination, auditory skills, visual skills, listening, and oral language. Word identification skills are examined in the fourth section, especially those of phonetic analysis, structural analysis, syntax and context, and sight recognition. The fifth section examines comprehension skills, paying particular attention to literal comprehension skills, inferential-interpretive skills, and evaluative skills. The work-study skills section covers alphabetical order, using parts of a book as reference tool; dictionary skills, using reference materials; and so forth. The final section focuses on reading in content areas for primary and intermediate grade instruction. Appendixes include reading inventory selections, skills tracking sheets, a diagnostic profile, and a glossary. (HOD)

Woodard, Michael, Ed.; And Others
Interagency Casebook.
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Pub Date May 82
Contract No-300-80-0752
Note-102p.; For related documents, see EC 150 072-076.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Agency Cooperation; *Cooperative Planning; Demonstration Programs; *Disabilities; Outreach Programs; Preschool Education; Program Descriptions; *Program Development; State Programs
Identifiers-*Handicapped Childrens Early Education Program

Intended for planners, administrators, and advocates of services to young handicapped children, the casebook is designed to create awareness of the key dimensions of interagency coordination; to describe practices that are replicable or adaptable to other settings and which may facilitate linkages; and to provide a framework for planning interagency efforts at local, regional, or statewide levels. The document is divided into two major sections. Section 1 (three chapters) contains the overview, theoretical base, and a framework for planning; Section 2 contains a series of detailed abstracts from eight selected HCEEP (Handicapped Children's Early Childhood Education Program) demonstration, outreach, and state planning projects. "A General Overview" by J. Roberts and R. Holland discusses some reasons for interagency coordination activities in the field of special education and uses examples of hierarchical and lateral coordination. Six phases for putting coordination into practice are outlined, and elements crucial for successful coordination activities are pointed out. Chapter 2, "Interagency Coordination for Young Handicapped Children" by J. Elder, discusses the advantages for coordination, examines its essential characteristics, describes roadblocks, considers some critical factors for coordination, and offers ideas for programs serving young handicapped children and their families. The third chapter ("A Framework for Planning" by M. Woodard, et al.) explores a general planning framework in three phases--preplanning, plan development, and plan implementation. Section 2 describes the following eight programs: Project SCOOTER for Hearing Impaired Children; Massachusetts State Implementation Grant; Family, Infant and Toddler Project; Williamsburg Area Child Development Resources, Inc.; Maine State Implementation Grant; Connecticut State Implementation Grant; Infant Stimulation/Mother Training Program; and Regional Demonstration Program for Preschool Handicapped Children. Program abstracts describe activities, the reasons for involvement, resources needed, positive outcomes, and failures. Appended materials include a chart of techniques for decision making, sample forms and letters, and a copy of an interagency agreement. (SW)

ED222045 FL013211

Akiyama, M. Michael; And Others

Language Universal and Language Specific Aspects in the Acquisition of the Verification System.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date 82
Note-9p.; In its: Papers and Reports on Child Language Development, Number 21, p1-8.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Language; Contrastive Linguistics; *English; *Japanese; *Language Acquisition; *Language Universals; *Negative Forms (Language); Young Children

Three experiments were conducted to conceptualize how structural differences between English and Japanese affect the way in which young children acquire the verification system. Linguistic characteristics that may distinguish between English and Japanese verifications are described along with the possible responses to four types of statement: true affirmative, false affirmative, true negative, and false negative. The experiments involved English speaking and Japanese speaking children between the ages of 3 and 7. Three models for the verification of English and Japanese statements were tested. The models specify language universal and language specific aspects of verification system acquisition. The universal aspect across the three models is the way in which affirmative statements are verified. The language specific aspects center on how different models incorporate negation in each of the two languages. The models appear to account for most verification processes in the two languages under different conditions. (RW)

ED221737 CE033917

Pribyl, Paul F.

Fire Officer I Lesson Plans.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date [80]

Note-207p.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Administration; *Administrator Responsibility; *Administrator Role; Equipment; Equipment Utilization; *Fire Fighters; *Fire Protection; *Fire Science Education; *Inspection; Lesson Plans; Organization; Planning

Identifiers-Fire Chiefs; Fire Departments; Wisconsin

Lesson plans are provided for the Fire Officer I course. Material for each lesson is presented in this format: course title, lesson title, equipment required, training aids needed, and a content outline which details teaching points and related instructor references. These references, or suggested readings, are listed at the conclusion of each lesson plan. Topics covered in the 12 lessons are introduction and fire department officership and organization; supervisory and administrative responsibilities of fire officers and desirable qualifications for officership; non-fire fighting activities of the company fighter, the chief officer, and the fire chief (leadership, professional knowledge, and authority); non-fire fighting functions of the fire chief (administrating, communicating, decision making, planning, and delegating authority); fire fighting activities of the fire officer; fire fighting functions of the chief officer; pre-fire planning; fire protection facilities; fire fighting procedures; and fire inspection procedures. (Lesson plans 10-12 comprise approximately one-half of this document.) (YLB)

ED221759 CE034095

Bhola, H.S.

Evaluation Planning, Evaluation Management, and Utilization of Evaluation Results within Adult Literacy Campaigns, Programs and Projects (with Implications for Adult Basic Education and Nonformal Education Programs in General). A Working Paper.

Spons Agency-German Foundation for International Development, Bonn (West Germany).

Pub Date Nov 82

Grant-GP-22-54-82

Note-102p.; Prepared for the Subregional Workshop on Evaluation and Monitoring of Nonformal Education Programs in Southern African Countries (Kang via Lobatse, Botswana, November 15-26, 1982).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Basic Education; *Adult Literacy; *Adult Programs; *Evaluation Methods; Guidelines; *Information Utilization; *Management Information Systems; Program Development; *Program Evaluation; Program Implementation

Identifiers-*Evaluation Utilization

Addressed to professionals involved in program evaluation, this working paper covers various aspects of evaluation planning, including the following: planning as a sociotechnical process, steps in evaluation planning, program planning and implementation versus evaluation planning and implementation, the literacy system and its subsystems, and some evaluation questions for use in evaluating literacy programs. Discussed next are situation-specific evaluation agendas and approaches to evaluating literacy programs. Following an examination of management information systems, various aspects of managing evaluation systems are covered, including developing evaluation subsystems, staffing and recruitment, staff development, linkage with support institutions, decision networks and nodes, intersystem communication, program development, resources and control, and monitoring as a management tool. Provided next are strategies for making the evaluation findings more probable and for limiting some of the politics of evaluation. (MN)

ED221871 CS207204

Crismore, Avon

Student Perceptions of Essential Rules for Successful Academic Compositions.

Pub Date 82

Note-54p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Comparative Analysis; Content Analysis; Cross Cultural Studies; Foreign Countries; Secondary Education; *Student Attitudes; Writing (Composition); *Writing Instruction; *Writing Research; *Writing Skills

Identifiers-Australia; International Assn Evaluation Educ Achievement

A study of student perceptions of the goals of composition classes and essential rules for successful academic compositions was conducted as a pilot for the International Association for the Evaluation of Educational Achievement (IEA) writing project, which will collect data on instructional practices and other aspects of written composition. Students from three United States high schools and a comparable Australian school were asked to write a letter of advice to a younger student on how to write a composition on community improvement. A content analysis was performed on the letters, individual pieces of advice and their topics were listed, and a classification scheme was constructed based on the topics. The advice came under four major categories: (1) task demands, (2) reader impact, (3) writer demands, and (4) composition demands. The results indicated that the average number of pieces of advice per letter was higher for the advanced classes than for the intermediate or the introductory classes. Most of the advice and hints given by the advanced classes were about the composition itself, and task advice was mentioned least often. Surprisingly, there was little advice devoted to unity and coherence, especially in the U.S. schools. While there were many differences between schools across subcategories, when the U.S. classes were all combined and compared to the Australian class, there were striking similarities. (Extensive tables of the results and sample letters are included.) (HTH)

ED221892 CS503960

Jones, Tricia S.

Analysis of Family Metaphor: Methodological and Theoretical Implications.

Pub Date 5 Oct 82

Note-34p.; Best copy available.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication Research; Discourse Analysis; *Family (Sociological Unit); *Family Attitudes; *Family Characteristics; Family Environment; *Family Structure; *Interpersonal Communication; *Metaphors; Models; Problem Solving; Role Perception

A family's metaphor, the frame of reference or perspective that is created and reflected through a family's use of figurative language, is a key to understanding the underlying values and realities of families. Constructivist theories of language view metaphor as essential to the creation of meaning. From this perspective, using metaphor as a means of investigating family communication is both justified and important. Of course, interpreting metaphor is difficult, requiring the consideration of a variety of contextual, linguistic, and cognitive factors. Interpretative discourse analysis of metaphor, which considers both linguistic components of conversation and the social actor's underlying meaning, allows researchers to explicate the mechanisms by which people conduct and understand interaction. In analysis of this sort, family members generate and interpret metaphors for the researcher. Because of the nature of a family's consensual reality, researchers may expect to discover strong relationships between the operative perspective or metaphor and the problem-solving processes used by a family. For instance, a family employing a "business" metaphor would rely on different problem-solving strategies than a family that considered itself a "school." (JL)

ED221913 EA014761

Gilmartin, Kevin J., Ed.; Rossi, Robert J., Ed.

Demonstration and Analysis of Interagency Coordination: Findings from the 1979-1982 Cooperative Planning Demonstration Program in California.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-California State Dept. of Employment Development, Sacramento.

Report No-AIR-22700-5/82-FR

Pub Date May 82

Grant-8100-4797

Note-166p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Agency Cooperation; *Cooperative Planning; Cooperative Programs; Coordination; *Demonstration Programs; Employment Programs; Employment Services

Identifiers-California; Comprehensive Employment and Training Act

A 3-year demonstration program on interagency coordination among California employment and training agencies is reviewed in this six-chapter report. The history and rationale for the demonstration program is described in chapter 1. Chapters 2 through 4, written by the three project directors, describe the cooperative planning experience in Imperial, San Diego, and Marin counties respectively. In these chapters the project directors describe their accomplishments and speculate why events occurred as they did and how things might have been different. Chapter 5 presents an analysis of the cooperative planning demonstration program, the role of the evaluation process in its success, and findings that can be generalized to other localities. Described in chapter 6 are four possible futures for state and local agencies that may result from the current proposals for employment and training systems being discussed in Washington, D.C. For each of these possible futures, recommendations are made concerning how best to promote local-level coordination. An appendix to the report contains an annotated list of available products developed during the demonstration program. (Author/LL)

ED221932 EA015005

Schmuck, Richard A.

The School Organization and Classroom Interaction. Once Again: School Climate.

Pub Date Mar 82

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Environment; *Educational Research; Elementary Secondary Education; Junior High Schools; Learning; Morale; Outcomes of Education; Research Needs; School Attitudes; School Organization; *Student School Relationship

The effect of school climate on student learning was considered important by educators until the late 1960s, was discounted as a result of major research findings during the 1970s, and is now beginning to reemerge as a potentially critical factor suitable for study, according to the author of this paper. Reviewing the literature, the author notes that convictions regarding the effects of school climate prior to the late 1960s were based primarily on assumptions. Research by Coleman, Plowden, Jencks, and others in the late 1960s and early 1970s suggested that educational attainment was largely independent of students' school experiences, but the author questions the range of variables tested in these studies. Despite similar methodological criticisms, the research of Rutter et al. in the late 1970s indicates that school climate may be significant after all. Personal experiences in implementing an experimental curriculum module in two junior high schools suggested to the author that the social climate of the school, reflecting staff interaction and cooperation, has a significant impact on student morale and responsiveness. The author concludes by urging further study of the issue. (PGD)

ED221952 EA015079

Pennsylvania Guidelines for the Education Consolidation and Improvement Act of 1981. Chapter 2, Public Law 97-35.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning, Research, Evaluation and Dissemination.
Pub Date 82
Note-138p.; Portions of attachments may reproduce poorly due to illegibility of original document.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Accountability; Block Grants; Elementary Secondary Education; Expenditures; Federal Aid; *Federal Programs; *Guidelines; *Legal Responsibility; *Program Administration; Program Evaluation; Program Proposals; Records (Forms); School Districts; State Departments of Education; State School District Relationship
Identifiers-*Education Consolidation and Improvement Act 1981; Financial Reports

The guidelines presented in this publication replace all guidelines previously issued by the Pennsylvania Department of Education for programs funded and consolidated under Chapter 2 of the Federal Education Consolidation and Improvement Act (ECIA) of 1981. These new guidelines provide the materials and information necessary for local educational agencies to be aware of their responsibilities under the ECIA. The three parts of this document cover the guidelines for applying for program funding, reporting on the expenditure of program funds, and evaluating the programs. Instructions for using the guidelines are provided. Extensive appendices include the texts of relevant legislation and of suggested guidelines promulgated by the U.S. Department of Education; the draft of a directory of programs consolidated under the ECIA; and copies of funding application forms, fiscal reporting forms, and program evaluation forms to be used by Pennsylvania school districts. (Author/PGD)

ED222107 HE015450

Useem, Elizabeth

Education and High Technology Industry: The Case of Silicon Valley. Summary of Research Findings.

Pub Date Aug 81

Note-34p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Computer Science; Economic Factors; *Education Work Relationship; *Employment Opportunities; Engineering; Higher Education; Industry; *Labor Force Development; Labor Supply; Relevance (Education); *School Business Relationship; Science Careers; Secondary Education; Technical Education; *Technical Occupations; *Technological Advancement; Technology; Two Year Colleges; Universities

Identifiers-*California (Santa Clara County); Stanford University CA

The relationship between high technology companies and educational institutions in northern Santa Clara County, California, a major center of technologically sophisticated industry, was studied. Attention was directed to the way that educational institutions in Silicon Valley are changing to meet the demands of a transforming technology. Over 100 interviews were conducted in 1981 with the officials from education, industry, and government, and documents were reviewed. It was found that public schools have been the least responsive and that elite institutions of higher education, especially Stanford University, have the most responsive to the demands of the high technology economy in Santa Clara Valley. Community colleges and four-year universities are making efforts to develop or expand programs congruent with the needs of science-based local industry. These institutions are struggling to find the staffing and resources needed to establish and maintain the programs. Industry managers who were interviewed generally did not believe that an infusion of funds was necessary to upgrade and redirect the public school curricula. Executives were more willing to donate funds, personnel, and equipment to community colleges and universities because students were closer in age to starting employment and because funds could be easily targeted to specific programs. Rapidly developing industries like electronics have special characteristics that create strain for industry-education relations. Undergraduate student enrollments in engineering and computer science are growing in Santa Clara Valley, but the current output of students from undergraduate and graduate programs is not keeping pace with the demands of rapidly growing industry. (SW)

ED222141 HE015565

Hodgkinson, Virginia Ann, Ed.

Perspectives and Projections: Student Aid Planning and Educational Policy.

National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.

Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Sep 82

Note-62p.

Available from-National Institute of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., Suite 601, Washington, DC 20036 ($12.00).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Change Strategies; *College Planning; *Federal Aid; *Financial Policy; Financial Problems; Higher Education; Institutional Characteristics; Models; Operating Expenses; Policy Formation; *Private Colleges; *Resource Allocation; Retrenchment; Self Evaluation (Groups); *Student Financial Aid; Trend Analysis

Identifiers-National Institute Independent Colleges Univs

Five articles are presented concerning student aid planning and educational policy, based on experiences gained in regional workshops conducted by the National Institute of Independent Colleges and Universities (NIICU). The purpose of the workshops was to translate the data gathered in the NIICU Student Aid Recipient Survey into formats useful for institutional planning. Participants in the workshops could compare their respective college's profile to institutions regionally and nationally and by type of institution. Virginia Ann Hodgkinson in "Student Aid: Its Distribution and Its Impact on College Operating Budgets" examines the national trends in student aid programming and national projections and describes the impact of these projections on individual institutions. In "Institutional Policies for Student Financial Aid," Nathan Dickmeyer enumerates a series of institutional policies that need to be examined in order to develop a coherent student aid policy. In "How One College Changed Its Policies: A Case Study," Christopher Toppe describes how a college, caught short by fund reductions caused by changes in the federal campus allotment formula, changed its policies using the NIICU self-study and managed to maintain its enrollment. In "A Financial Aid Planning Worksheet," Madeline Green, Christopher Toppe, and Robert Atwell set out a strategy and worksheet that currently are being developed into an interactive planning model by NIICU. Finally, Virginia Ann Hodgkinson in "Some Ways to Stretch Scarce Financial Aid Resources" summarizes activities developed by independent colleges to cope with an unstable present and uncertain future in federal student aid funding. (SW)

ED222177 IR010410

Townsend, Ian; Parker, John

A Guide to Producing Tape-Slide Packages. Workbook Sheets. Ancillary Reading.

NHS Learning Resources Unit, Sheffield (England).

Pub Date 80

Note-136p.

Available from-NHS Learning Resources Unit, 55 Broomgrove Rd., Sheffield, England S10 2NA (5 British pounds plus postage).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Audiotape Recordings; Copyrights; Educational Objectives; Instructional Design; *Instructional Development; *Instructional Materials; Photographic Equipment; Photography; *Production Techniques; Readability; Scripts; *Slides; Storage; Student Participation

Identifiers-Storyboards; Typeface

Prepared for use by teachers interested in producing their own audiovisual aids, this guide outlines a step-by-step approach to the design and development of instructional slide-tape packages. It is divided into nine sections, each of which describes a set of activities forming a unique part of the audiovisual production sequence: (1) preliminary analysis and topic selection, (2) developing a "concept map" and an evaluation strategy, (3) scriptwriting, (4) preparing a storyboard for the visual component of the package, (5) preparing visual materials, (6) photographic tips and hints, (7) script recording, (8) assembling the entire package, and (9) using the finished package. A source list and a 50-item bibliography accompany the guide, as well as a set of worksheet master copies, which can be duplicated to produce worksheets for use in various development activities, and a set of ancillary readings on such topics as the importance of initial analysis in slide-tape production, readability in audiovisual scripting and presentation, the law of copyright, and media storage. (JL)

ED222197 IR010433

Engstrom, Kristina

A Guide to the Use of Technology in Basic Skills Education.

Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date Aug 81
Contract No-300-80-0795
Note-75p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Audiovisual Instruction; *Basic Skills; Calculators; Computers; Cost Estimates; *Decision Making; *Educational Media; Educational Television; Electronic Equipment; Elementary Secondary Education; Material Development; *Media Selection; *Teaching Methods; Use Studies

Intended for use by educators, school administrators, and other educational decisionmakers, this guide describes what is known about media, explores school and student characteristics that can affect the selection and acceptance of media, and identifies the conditions under which media can be used most productively in teaching basic skills. Individual chapters focus on the challenges facing administrators in today's school systems; the meaning of basic skills, how they are learned, and what techniques are useful in teaching them; currently available educational technologies and the uses to which they can be put, with emphasis on computers, television, calculators, electronic devices, and audiovisual media; the impact of media on school achievement, learning, school productivity, school faculty and staff, and management; instructional materials selection, including the evaluation of published materials and the design and development of materials; the total cost of media, methods of assessing cost-effectiveness and cost-benefit, and how to solicit bids; and steps or activities in deciding whether to use media in basic skills education. A glossary, references, and resource lists are appended. (LMM)

ED221659 CE032956

Weaver, Trudy Karlene; Apfel, Maura

Dental Charting. Student's Manual.

Texas Univ., Austin. Center for Occupational Curriculum Development.

Pub Date 81

Note-34p.; For related documents, see CE 032 954-957.

Available from-Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock Numbers HO-106-S and HO-106-LA, $7.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; *Dental Assistants; *Dentistry; Individualized Instruction; Postsecondary Education; *Recordkeeping; Secondary Education; *Units of Study; Vocational Education

Identifiers-*Dental Charting

This manual is part of a series dealing with skills and information needed by students in dental assisting. The individualized student materials are suitable for classroom, laboratory, or cooperative training programs. This student manual contains four units covering the following topics: dental anatomical terminology; tooth numbering systems; classification of caries and restorations; and charting symbols. For each unit, student learning objectives, new terms and definitions, and illustrated information sheets are provided. A bibliography completes the booklet. (KC)

ED221807 CG016234

Namie, Gary M.; Blum, Gerald S.

The Influence of Posthypnotically Induced Degrees of Pleasure upon Risky and Prosocial Choices.

Pub Date Apr 82

Note-19p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Measures; *Behavior Patterns; College Students; *Helping Relationship; Higher Education; *Hypnosis; Intervention; Positive Reinforcement; *Prosocial Behavior; *Risk

Identifiers-*Moods

Only recently has the question of why being in a good mood facilitates prosocial behavior been pursued. Two experiments investigated the role of pleasurable mood in: (1) choice bets as a measure of riskiness, a variable possibly implicated in helping behaviors, and (2) allocation of funds among categories intended to vary along a prosocial dimension. Degrees of free-floating pleasure were cued posthypnotically in three undergraduate subjects as a consequence of prior hypnotic programming. In Experiment 1 an ordered increase in risk taking accompanied progressively stronger pleasure, as predicted. Two subjects in Experiment 2 provided support for the hypothesis that higher degrees of pleasure facilitate more generous contributions to a charitable cause. The third subject responded to the task according to an interpretation irrelevant to the intended prosocial dimension, pointing out the need for checking hypothetical assumptions. The findings suggest that high degrees of free-floating pleasure are conducive to both greater risk taking and increased generosity to charitable causes. (Author/JAC)

ED221849 CS006851

Stronks, Gloria Goris

What Brings the Reader to Reading?

Pub Date 30 Sep 82

Note-19p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (10th, Omaha, NE, September 30-October 2, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bibliotherapy; Females; Males; Middle Aged Adults; *Reading Attitudes; *Reading Habits; Reading Instruction; *Reading Material Selection; *Reading Research; *Recreational Reading; Sex Differences; Surveys

A study was conducted to explore the reading habits, interests, and attitudes of older readers. One hundred and twenty readers aged 60 to 64 years participated in the Adult Inventory of Reading Interests and Attitudes (AIRIA) and were classified as minimal, moderate, and avid book readers. Fifty-five of these subjects were then interviewed. Among the results were the following: (1) three-fourths reported that worry changed the amount of time they spent reading; (2) avid and moderate readers mentioned that if they were able to read encouraging books during periods of depression, such reading material could help them through those periods; (3) female minimal and moderate readers indicated they had been taught that work was far more important than reading and spoke with nostalgia of the childhood years when there was not so much work and they were able to read more; (4) minimal readers epxressed a desire to be drawn back into reading, wishing that they had learned to enjoy reading more during the earlier years; (5) many women recognized a pattern of reading preferences parallel to their social role as females; and (6) those reading very little expressed a deep concern that schools not only teach children how to read but also teach them to love reading. (HTH)

ED221973 EC150040

LaCrosse, Ed

Parent Involvement.

Western States Technical Assistance Resource, Monmouth, Oreg.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.

Report No-WESTAR-SP-12

Pub Date May 82

Contract No-300-80-0753

Note-24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities; *Early Childhood Education; Individualized Education Programs; *Parent Counseling; *Parent Education; *Parent Participation; Parent Role; Program Evaluation

Identifiers-*Handicapped Childrens Early Education Program

The paper discusses the rationale and guidelines for parent involvement in HCEEP (Handicapped Children's Early Education Program) projects. Ways of assessing parents' needs are reviewed, as are four types of services to meet the identified needs: parent education, direct participation, parent counseling, and parent provided programs. Materials and approaches are recommended for each of the four delivery types. The parent education approach is considered in terms of teaching parents to participate in individualized education program planning, and providing information on such topics as normal growth and development and special skills needed to provide care for their child. The description of the direct participation approach focuses on work with fathers, and new approaches such as the Portage Project. Parent counseling emphasizes coping patterns and lists criteria for successful counseling. Parent organizations and parent to parent programs are sources of parent provided programs. A section on evaluation of parent involvement programs touches on ways to measure parent satisfaction; program effectiveness; changes in parent knowledge, skills, and attitudes; and the degree to which services are used. (CL)

ED222089 FL013272

LaVallee-Williams, Marthe

Demystifying Verbal Structure and Forms in Second Language Teaching.

Pub Date 81

Note-30p.; Paper presented at the International Conference on Foreign Language Education and Technology (1st, Tokyo, Japan, August 18-21, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication Skills; Communicative Competence (Languages); Language Skills; *Second Language Instruction; Second Language Learning; *Teaching Methods; *Verbs; Vocabulary

A review of the history and current status of second language instruction practices reveals ways to facilitate the acquisition of fluency and communication ability. Because verb forms are central to most languages, demystification of verb forms should be the first practical task of language teachers. Analysis shows that the numerous structural and formal modifications of verb forms can be reduced to a surprisingly small number that can be readily mastered by students. For example, in French, less than 70 combinants will yield accurate reading and writing skills, while less than two dozen phonemes will provide a high degree of aural comprehension and oral effectiveness. These basic verbs and combinations are shown in accompanying tables as an example of how the difficulties of learning new languages can be reduced. Such information is easily transferable to a computer format for use in language laboratories. (RW)

ED221679 CE033680

Apprentice Baker, 9-1. Military Curriculum Materials for Vocational and Technical Education.

Air Force School of Applied Aerospace Sciences, Lowry AFB, CO.; Air Univ., Gunter AFS, Ala. Extension Course Inst.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 78

Note-83p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Autoinstructional Aids; Behavioral Objectives; *Cooking Instruction; *Cooks; *Food Service; *Foods Instruction; Individualized Instruction; Learning Activities; *Occupational Home Economics; Pacing; Postsecondary Education; Sanitation; Secondary Education; Textbooks

Identifiers-*Bakers; Military Curriculum Project

This volume of student materials for a secondary/post-secondary level course in food service/baking comprises one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the individualized, self-paced course is to assist the apprentice (semi-skilled) baker in his/her duties as assistant to the baker. The course is recommended for use in providing supplemental study for students in baking or food services programs. Four chapters cover these topics: safety (accident and fire prevention, shop and electrical safety), sanitation and personal hygiene (food service standards, communicable diseases, disease control measures, cleaning agents, insect and rodent control, sanitizing supplies, storage of cleaning supplies), baking fundamentals and production of pastry (baking terms, function of baking ingredients, cakes, cookies, pie dough and filling, yeast dough), and Air Force Supply discipline (procedures for inspecting food supplies and storing foods). Each chapter is organized around criterion learning objectives that are accompanied by reading assignments and criterion test items with answers. A course examination is provided, but no answers are available. (YLB)

ED221698 CE033784

Wingfield, Karen L.; And Others

Kansas Information/Word Processing Curriculum Guide.

Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Pub Date 81
Note-64p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Course Descriptions; *Curriculum Development; Educational Resources; *Equipment; Information Processing; Office Machines; *Office Occupations Education; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; Two Year Colleges; Units of Study; Vocabulary; Vocational Education; *Word Processing

Identifiers-*Kansas

This guide is intended to help teachers and vocational administrators incorporate word processing into existing office occupations education programs on both the secondary and postsecondary levels. Following an introduction (section 1) covering the need for word processing instruction, the guide contains eight additional sections. Outlining updated curriculum content for high school and postsecondary office occupations education programs, sections 2 and 3 include recommended courses, course descriptions, teaching methods, instructional materials, and suggested curriculum changes. In sections 4 and 5, advice is given on choosing word processing equipment and attending word processing equipment demonstration. Section 6 presents resources, including lists of professional associations, periodicals, books and pamphlets, and curriculum resources, while section 7 covers word processing equipment, service, and suppliers. A glossary and an evaluation sheet complete the curriculum guide. (KC)

ED221717 CE033896

Wircenski, Jerry L.; And Others

Implementing School-to-Work Transition Skills for Disadvantaged Youth. Final Report. Vocational-Technical Education Research Report, Volume 20, Number 5.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency-Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date Jul 82

Contract No-PDE-94-2023

Note-190p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Daily Living Skills; *Disadvantaged Youth; *Educational Needs; *Education Work Relationship; *Employment Potential; Job Search Methods; *Job Skills; *Program Improvement; Secondary Education; Vocational Education

Identifiers-Pennsylvania

A study was conducted to expand and disseminate the school-to-work transition skill activities begun in a 1980-81 project in Pennsylvania by focusing on two groups: vocational instructors and disadvantaged vocational students. Questionnaires were created and mailed to 903 teachers, with a 50 percent usable response; while a student survey was sent to 8,079 disadvantaged students with a usable questionnaire return rate of about 59 percent. In addition, interviews were conducted with 10 randomly selected students from a regional vocational technical school. The study found that vocational teachers were spending the greatest amount of time on school-to-work transition skills that could be classified as behavioral characteristics and that were important to successful entry-level employment. Job search skills were being taught second to pre-employment transition skills, while skills important for growth and promotion on the job were almost neglected, as were life skills. Teachers seemed to be comfortable with the skills they were teaching and the amount of time spent with each. Students appeared to be learning those school-to-work transition skills that vocational teachers say they were teaching, but students appeared to be very weak in some job search skills. Based on the data collected and the conclusions drawn, recommendations were made that vocational teachers should be ready to teach 123 school-to-work transition skills as part of the curriculum, that vocational teachers need to be aware of the home life and needs of disadvantaged learners, and that some provision should be made for the teaching of these skills to all vocational students. (KC)

ED221783 CG016209

Hall, Leonard C.

Facts about Alcohol and Alcoholism.

Wisconsin Clearinghouse for Alcohol and Other Drug Information, Madison.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Pub Date 80
Contract No-NIAAA-HSM-42-73-77
Note-51p.
Available from-Wisconsin Clearinghouse, 1954 E. Washington Ave., Madison, WI 53704.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alcohol Education; *Alcoholism; *Drinking; Drug Abuse; *Drug Rehabilitation; *Physiology; *Prevention; Social Agencies; State of the Art Reviews; Youth Problems

Recognition of alcoholism as a treatable illness is a result of public education based on scientific facts. This publication, a digest of a more detailed survey of research about drinking and alcoholism, presents information about alcohol and its effects on individuals and society. It provides facts about the short-term and long-term effects of alcohol on perception, emotions, sexuality, and sleep, and describes the nature and scope of problem drinking. Diagnosis, treatment, and rehabilitation of alcoholism are discussed. The report also deals with the parents' role in the prevention of alcohol abuse among adolescents. Additionally, a helping network consisting of volunteer organizations, government and industry-sponsored programs, and medical resources is described. (JAC)

ED221830 CS006821

Levin, Joel R.; And Others

More on How (and How Not) to Remember the States and Their Capitals.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-WRDCIS-WP-306
Pub Date Mar 81
Grant-OB-NIE-G-81-0009
Note-32p.; Report from the Project on Studies in Language: Reading and Communication.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis; *Educational Research; Elementary Education; Intermediate Grades; *Learning Processes; Memorization; *Memory; *Mnemonics; Recall (Psychology); Teaching Methods
Identifiers-*Keyword Method (Language Learning)

Two experiments compared the effectiveness of two separate mnemonic devices for learning the states and their capitals--one a complex key word system using substitute words for each syllable, the other a simple key word device interacting key words from the state and capital names in an illustration. In the first experiment, 88 fourth and fifth grade students were randomly assigned to 1 of 4 experimental conditions to learn the capitals of 14 states. Students in the control group used their own "best method" for learning the capitals, those in the second group used the complex key word device, and those in the third and fourth groups used a one-stage (similar to the complex device) and a three-stage version of the simple key word device. Students were tested for immediate recall after the session and again the following day for delayed recall. In the second experiment, 59 fourth grade students were assigned to control, simple key word, or complex key word groups. The procedures paralleled those in experiment 1 except that in both experimental groups the capital key word learning stage contained an additional trial to raise the level of subsequent recall. Students were tested immediately and 2 days later. The results of both experiments indicated that the purportedly effective complex key word method was no more effective than students' own devices when subject to controlled experimentation. On both the immediate and delayed recall measure, simple key word students surpassed both control and complex key word device students. (HTH)

ED221933 EA015006

Bailey, Susan

Are the States Able and Willing to Promote Sex Equity?

Pub Date 22 Mar 82
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Civil Rights; Compliance (Legal); Elementary Secondary Education; Federal Regulation; Government Role; Legal Responsibility; *Nondiscriminatory Education; *Sex Fairness; *Staff Role; *State Departments of Education; State Legislation; *State Programs; State School District Relationship
Identifiers-Title IX Education Amendments 1972

Current sex equity programs and policies in several states provide instructive examples of the leadership that state education agencies (SEAs) can exercise on sex equity issues. Descriptions of state legislation and program activity related to sex equity in Massachusetts, Washington, Alaska, Minnesota, New York, Iowa, California, and Michigan illustrate the variety of approaches available. Many of these programs depend on federal funding, and many state statutes are based on Title IX of the Elementary and Secondary Education Act. Without federal money and the threat of federal enforcement, however, SEAs may not actively pursue sex equity goals. Progress depends on the efforts of equity specialists within SEAs and of advocacy groups exerting pressure from outside. Among the actions that SEA staff members can encourage are strengthening policy and procedural guarantees for educational equity; improving cooperation among specialists in all aspects of educational equity; incorporating equity considerations into the daily activities of staff members outside the formal equity structure; and increasing outreach efforts by equity specialists. (Author/PGD)

ED221992 EC150060

Alexander, Robert; Haynes, Wendy

The Living Stage Improvisational Theatre Demonstration Project for Orthopedically Handicapped Children, Ages 4-8. Overview, 1978-1981.

Living Stage Theatre Co., Washington, DC.

Pub Date [81]

Note-124p.; Print is poor in parts.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Creative Expression; *Demonstration Programs; Early Childhood Education; *Physical Disabilities; Program Descriptions; Program Development; Program Evaluation; *Self Esteem; *Theater Arts

Identifiers-*Living Stage DC

The Living Stage Improvisational Theatre Demonstration Project (Washington, D.C.) conducts weekly workshops to enhance the creative expression and self esteem of orthopedically handicapped children, aged 4 to 8 years. The Living Stage program is designed to demonstrate that methods of improvisational theatre can have a positive impact on parental attitudes. Services to teachers and auxiliary staff are intended to have an impact on classroom teaching methods. Other components of the project are staff development, use of handicapped artists, dissemination and replication activities, and coordination with other agencies. A log lists activities of the demonstration project for the fiscal year 1980-1981. The goals of the project (enhancement of children's creative expression and self esteem) are approached through the interaction of the actors with each child in an intensive 2- to 3-hour session involving music, dramatics, dramatic play, and many nonverbal body movements and expressions. Among results of the project were an increase in the repertoire of communication skills of the handicapped children who could not communicate orally and increased parental displays of love. Although attempts to evaluate the program through paper and pencil tests and observational scales are reported to have been unsuccessful, the panel review strategy supported the effectiveness of the Living Stage in contributing to the lives of the handicapped children on a broad set of dimensions. Other evaluation measures mentioned are case studies, time series analyses, and parent reports. Copies of the 1980-1981 evaluations for Fairhill Elementary School (Fairfax, Virginia) and Sharpe Health School (Washington, D.C.) are included. Appended are letters and press releases. (SW)

ED222027 EC150096

Dickson, Richard L.; Costa, Crist H.

A Data Base for Implementation of the Individualized Education Program.

Pub Date Apr 81

Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities; Elementary Secondary Education; *Individualized Education Programs; Preschool Education; *Referral; Special Education; *Student Evaluation; *Test Results

Relationships among reasons for referral to special education, psychoeducational assessment results, and individualized education programs (IEPs) were investigated for 405 special education students (preschool through grade 12). Students' files were reviewed, and referral information, psychoeducational assessment information, and IEP content were coded on checklists. Tenuous relationships existed between reasons for referral and psychoeducational assessment results. Present level and annual goal components of the IEP were related to psychoeducational assessment results. Assessment results were not associated with present level statements and annual goals with a high degree of regularity. Present level statements and annual goals were related to one another in 71% of the instructional areas. Relationships between most IEP components and a special education program prototype were demonstrated, although most present level statements were not significantly related to program prototype. It was concluded that relationships between reason for referral and assessment result require strengthening, as should relationships between psychoeducational assessment results and the content of IEPs. (CL)

ED222046 FL013212

Badry, Fatima

The Centrality of the Root in Semitic Lexical Derivation: Evidence from Children's Acquisition of Moroccan Arabic.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date 82

Note-8p.; In its: Papers and Reports on Child Language Development, Number 21, p9-15.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Language; *Language Acquisition; Morphology (Languages); *Nouns; *Semitic Languages; *Verbs; Vocabulary Development; Young Children

Identifiers-*Arabic (Moroccan)

The role of the abstract triconsonantal root in the acquisition of Moroccan Arabic was investigated. Evidence from recorded speech samples of 32 Moroccan children between the ages of 3 and 6 is used to demonstrate that the abstract root plays a central role in both the nominal and verbal acquisition of the lexicon of Semitic languages and that the acquisition process follows a U-shaped developmental curve. A four-stage process for the acquisition of the Semitic lexicon is suggested, involving the use of patterns as amalgams, discovery of patterns, extraction of consonantal roots from patterns, and derivation of complex forms from basic forms. It is shown that the data fail to support Berman's (1981) assertions that the basic pattern is central in verbal derivation and that nouns are acquired as independent lexical items. Rather, verbal and nominal derivations are part of the same derivational process which has the morphological consonantal root as its central core. (RW)

ED222068 FL013234

Latorre, Guillermo; Garfinkel, Alan

Information Transfer Techniques in ESL/FL Reading and Listening Comprehension.

Pub Date 82
Note-10p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Louisville, KY, April 22-24, 1982). In: ESL and the Foreign Language Teacher.
Available from-Not available separately; see FL 013 228.
Document Not Available from EDRS.
Descriptors-Elementary Secondary Education; *English (Second Language); Higher Education; Instructional Materials; Language Usage; Learning Theories; *Listening Comprehension; Oral Language; *Reading Comprehension; *Second Language Learning; Teaching Methods; Visual Aids; Visual Learning; Written Language
Identifiers-*Information Transfer

Information transfer techniques in the teaching of reading and listening in foreign language and English as a second language classrooms are discussed. Students may be presented with a written or spoken text and provided incomplete visual stimuli to be completed with information drawn from the text. The idea is that the learners are helped in understanding the text by means of a nonverbal device such as a diagram, graph, or table. When simple knowledge is the objective, it can provide assistance in familiarizing students with vocabulary. At higher levels, it can assist students in applying specific criteria in the evaluation of a text. Information transfer is ideal for testing and helping comprehension of nonliterary discourse. Other types of information transfer may include ordering a sequence of pictures, comparing text and pictures, and completing documents. Information transfer devices focus on the function of language in a given text and draw students' attention to the logical organization of the text, to the ways in which the writer has deployed information, and to how language reflects this organization. These activities require students to concentrate on what words, sentences, and other language units do in a given text. It is concluded that information transfer exercises are justified on both linguistic and teaching bases and are rooted in the organizational nature of the written text and on the hierarchical structure of learning. Sample exercises are included. (SW)

ED222124 HE015531

University of Arizona College of Medicine Admissions Review Committee.
Arizona Board of Regents, Phoenix.
Pub Date 30 Aug 73
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability; *Admission Criteria; *Advisory Committees; *College Applicants; Higher Education; In State Students; *Interviews; *Medical Schools; Medical Students; *Needs Assessment; Student Characteristics; Student Evaluation
Identifiers-*Blue Ribbon Commissions; *University of Arizona

Findings of a 1973 study by the University of Arizona College of Medicine Admissions Review Committee (established by the Arizona Legislature) are summarized in an excerpt from a 1972 report and in a letter and memo. The committee reviewed the admission policies and practices of the College of Medicine for 2 years by a random study of 50 percent of those accepted to enter, those on the alternate list, and those rejected for admission. Over all, the committee found that the admission practices of the College paralleled closely those of other medical schools in the country. It was found that practically all of the admitted students in 1971 and 1972 were from Arizona, and there was approximately proportional representation from all the counties in the state. Eleven percent of the freshmen admitted in 1971 were from minority groups, while in 1972 20 percent were minority. There was a 1 to 5 ratio of women to men admitted in 1972 and a 1 to 4 ratio in 1971. The need to improve the interview as an admission criterion was addressed, and the use of formulas to differentiate the quality of the applicant pool in the universities was surveyed by the Board of Regents. An examination of the individual credentials of applicants indicated that they must depict strength in two and usually three of the four criteria that are considered by the Admissions Committee. Consistency and pervasiveness of effort are keys to a student being accepted to medical school. The evaluation format used by interviewers, which is appended, was revised for the 1972-1973 year. Additionally, a format with further revision that will be used for 1973-1974 is also appended.

Information on the entering class in 1973 and the screening process is included. (SW)

ED222158 HE015656

Baldridge, J. Victor; And Others

The Enrollment Crisis: Factors, Actors, and Impacts. AAHE-ERIC/Higher Education Research Report No. 3, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 82

Contract No-400-77-0073

Note-79p.

Available from-Publications Dept., American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00 members; $6.50 nonmembers).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Attitudes; Admissions Officers; Ancillary School Services; *Change Strategies; College Administration; College Faculty; *College Planning; College Presidents; *College Students; Decision Making; *Declining Enrollment; Enrollment Projections; *Enrollment Trends; Financial Problems; Governance; Higher Education; Management Information Systems; Marketing; Personnel Policy; *Policy Formation; Student Attrition; Student Recruitment; Trend Analysis

The impact of demographic shifts and enrollment declines for higher education are examined, and possible institutional responses to these problems are studied. After a review of the national statistics and projections of future enrollment trends, attention is directed to the campus level and the dimensions of current enrollment problems. Based on a 1981 national survey of college presidents and admissions directors, the following issues are considered: how campus presidents view their respective institution's ability to tolerate the expected difficulties ahead; the dimensions of the enrollment problem for individual campuses; and institutional finances in light of anticipated cuts in government support. Institutional response to enrollment problems include enrollment management and information systems, marketing, and student recruitment practices. Research on student attrition has revealed the following negative financial and programmatic consequences for the institution: direct loss of revenue, recruitment and image costs, and undermining of the diversity of the curriculum. Policy areas that should be addressed by campuses facing enrollment problems include: planning strategies, including cost studies, enrollment forecasts, and program review; shared decision-making between the faculty and the administration; staffing and personnel policies; and the revitalization of student life and the linkage of faculty and student affairs personnel. The activities of eight liberal arts colleges that are reducing attrition rates by direct action and cooperative effort are also reviewed. A bibliography is appended. (SW)

Dental Charting. Learning Activities, Unit Tests, Progress Chart, and Work Sheet.

Texas Univ., Austin. Center for Occupational Curriculum Development.
Pub Date 81
Note-59p.; For related documents, see CE 032 954-956.
Available from-Center for Occupational Curriculum Development. The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock Numbers HO-106-S and HO-106-LA, $7.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; *Dental Assistants; *Dentistry; Individualized Instruction; Instructional Materials; *Learning Activities; Postsecondary Education; *Recordkeeping; Secondary Education; *Test Items; Units of Study; Vocational Education
Identifiers-*Dental Charting

These materials are part of a series dealing with skills and information needed by students in dental assisting. The individualized student materials are suitable for classroom, laboratory, or cooperative training programs. These student materials, designed to be used with the Dental Charting Student Manual, consist of learning activities, unit tests, progress charts, and work sheets for the four units of the manual. Materials include puzzles, diagrams to be labeled, diagrams for students to draw, objective tests, and practice activities coordinated with the units of the Dental Charting Student Manual. (KC)

ED221738 CE033918

Pribyl, Paul F.

Fire Prevention Inspection Procedures.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date [80]
Note-86p.
Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Alarm Systems; Behavioral Objectives; Check Lists; *Fire Fighters; *Fire Protection; *Fire Science Education; *Inspection; Lesson Plans; Postsecondary Education; Recordkeeping; *Records (Forms)
Identifiers-*Hazards; Wisconsin

Lesson plans are provided for a fire prevention inspection course of the Wisconsin Fire Service Training program. Objectives for the course are to enable students to describe and conduct fire prevention inspections, to identify and correct hazards common to most occupancies, to understand the types of building construction and occupancy, and to prepare and maintain inspection reports and records. Material for each lesson is presented in this format: course title, lesson title, equipment required, training aids needed, and a content outline that provides detailed instructor notes (behavioral objectives, and references) and teaching points. Topics covered in the 11 lessons are introduction (history of fire prevention), fire protection organizations, authority for fire protection, the fire inspector, inspection procedures, records and reports, building construction, classification of hazards--occupancy and maintenance hazards, fire protection devices, exits, and limitation of the fire spread. Some sample forms, checklists and drawings are provided within the lesson plans. (YLB)

ED221760 CE034181

Hill, Pamela

Lubrication System. Teacher's Guide. Small Engine Repair Series. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 81

Note-81p.; For related documents see ED 146 392 and CE 034 182-188.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; *Disabilities; *Engines; Industrial Arts; Learning Activities; *Lubricants; *Repair; Secondary Education; Teaching Guides; Trade and Industrial Education; Visual Aids

Identifiers-*Lubrication Systems; *Small Engine Mechanics

This teacher's guide accompanies three student manuals and together with them comprises an instructional package on the lubrication system in the Small Engine Repair Series for handicapped/special needs students. The first section, "Notes to the Instructor," covers equipment needs, preparation before teaching the instructional package, student evaluation, visual aids, and use of audiovisuals and student manuals. Student prerequisite skills and suggested activities are then listed. Student goal and objectives are arranged to assist the teacher in the development of individual instructional plans. Activities and materials are suggested to help students achieve these objectives. These additional resource materials are then provided to support the various teaching methods: a listing of vocabulary terms, transparency masters, answers to review materials in the student manuals, an evaluation model, and narratives for two audiovisual presentations (not available here). A list of references is attached. (YLB)

ED221808 CG016235

Tysse, Dorothy J.

Sex Roles as They Affect Talented Students' Career Development.

Pub Date Mar 82

Note-16p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Development; Cognitive Development; Counselor Role; Elementary Secondary Education; *Gifted; Life Style; Literature Reviews; *Nontraditional Occupations; *Occupational Aspiration; Role Models; *Sex Role; *Sex Stereotypes; Students; Teacher Role

Based on the concept that more occupational choices are opening to both men and women and that career development has become more complex, this review considers two questions: (1) Why do gifted and talented men and women limit themselves to traditional career choices? and (2) How can counselors, teachers, and parents help gifted students broaden their career options? The role of socialization and perceived gender distinctions in career choice is discussed. Past research dealing with sex role stereotypes is examined, and the correlation of cognitive development and sex role development is discussed. The materials also review ways in which parents, counselors and teachers can help by providing role models, discussing dual career families, role playing family and career decisions, examining traditional and non-traditional sex roles and families, and being aware of media stereotypes. (JAC)

ED221850 CS006852

Luczcz, M. A.

A Developmental Study of Recognition and Recall of Complex Pictures.

Pub Date Aug 82

Note-12p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development; *Pictorial Stimuli; Psychological Studies; Reading Research; *Recall (Psychology); *Recognition (Psychology); Research Methodology; *Retention (Psychology); *Schemata (Cognition); Visual Measures

Three experiments using the same overall design were conducted to address problems associated with repeated measurement designs employed to assess retention of information in complex pictures and to assess the developmental course of schemata-guided retention efforts. Forty-eight subjects, ages 6, 10, and 20 years, were shown scenes whose forms were varied between groups--arranged naturally, in quadrants, or vertically.

Scene content for the four items in each scene, either high or low probability, was varied within subjects. In experiment 1, subjects were asked to recognize target components on an immediate recognition test containing equal numbers of high and low probability targets and distractors. In experiment 2, subjects were asked to recall the target item when the three items accompanying it during acquisition were represented in their original structural form during cued recall. Experiment 3 examined free recall. Results of all three studies showed developmental improvements in recognition. The effects of form and content did not vary developmentally when memory was tested by recognition or free recall. Naturalistic forms facilitated recall but not recognition at all ages. Age and content interacted when memory was tested by cued recall. (Test items are included.) (JL)

Cronnell, Bruce, Ed.; Michael, Joan, Ed.

Writing: Policies, Problems, and Possibilities. Proceedings of a Conference Co-Sponsored by SWRL Educational Research and Development and by California State Unversity (Los Alamitos, California, May 7, 1982).

California State Univ., Long Beach.; Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Pub Date 82
Note-162p.; Most references and figures may be marginally legible.
Available from-SWRL Educational Research and Development, 4665 Lampson Ave., Los Alamitos, CA 90720 ($5.00 plus $0.50 postage and handling; 6% sales tax for California residents-$0.30).
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Elementary Secondary Education; English (Second Language); Higher Education; Mass Media; Public Opinion; Remedial Instruction; *Research Methodology; Teaching Methods; *Writing Evaluation; *Writing Instruction; *Writing Processes; *Writing Research
Identifiers-Writing Projects

Drawn from a California conference that brought together writing instructors and researchers, the papers in this compilation address problems in writing, policies affecting both writing instruction and assessment, and possibilities for improving both areas. Papers in the first section of the book represent positions of eight separate entities: (1) the public, (2) the media, (3) the California State University, (4) the University of California, (5) private colleges and universities, (6) community colleges, (7) public schools, and (8) the California Writing Projects. Papers in the second section focus in depth on specific topics in writing research, including methodologies used in research on the composing process, the writing problems of speakers of languages other than English, writing programs of professional and technical writers, remedial writing, and writing assessment. (FL)

ED221893 CS503967

Kelly, Lynne

Treating Reticent Students: The Pennsylvania State University Program.

Pub Date 3 May 82
Note-24p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Apprehension; *Communication Problems; Communication Skills; *Course Content; Course Descriptions; Higher Education; *Public Speaking; *Speech Communication; *Speech Curriculum; Speech Habits

To provide special instruction for students who report fear and avoidance of communication, a reticence program was instituted at Pennsylvania State University. Since the school has a general speech requirement that nearly all students have to meet in order to graduate, students are given an opportunity to enroll in this special section if they feel they may have any of the communication problems listed on a handout presented to them on the first day of speech class. A screening interview is then arranged whereby probing questions are asked to try to get a feel for the breadth and the depth of the student's communication problems. Once accepted into the special program, students are offered opportunities to practice communicating through the in-class goals (speeches, group oral reports, and so forth), the out-of-class goals (any sort of communication goal of the students' choice to be done out of class), and the other assignments that provide them with practice situations (the group project, simulated job interviews, etc.). Students are taught to change their views of themselves as communicators and of

the act of communication through material on communication principles, goal analysis papers, goal reports, audience and situation analysis instruction for all types of situations, and discussion of public speaking as extended conversation. (HOD)

ED221914 EA014762

Duignan, P. A.

Developing Behaviourally Anchored Measures of Administrative Effectiveness: Some Problems and Possibilities. Studies in Educational Administration No. 25, March 1982.

Commonwealth Council for Educational Administration, Armidale (Australia).
Report No-ISBN-0-909086-25-7
Pub Date Mar 82
Note-11p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior; *Behavior Rating Scales; Elementary Secondary Education; Ethnography; *Measurement Techniques; *Principals; *Research Methodology; *Research Needs
Identifiers-*Administrator Effectiveness; Behaviorally Anchored Rating Scales

The development of behaviorally-anchored rating scales (BARS) will permit researchers measuring the effectiveness of school administrators to utilize sound, ethnographic methods instead of relying on traditional, theory-based rating systems. In this document the author describes his own modified process for developing BARS and explains the strengths and weaknesses of the BARS approach. The author asked five school principals to develop lists of essential administrative tasks and to describe in their own terms practical behaviors that were effective and ineffective in performing those tasks. The author compiled the results and is currently testing their validity with a second group of principals. When his project is concluded, the author will have a list of 14 tasks, with related behaviors ranging from the effective to the ineffective. The BARS approach is cited as encouraging descriptive validity, providing for adequate descriptive language, and taking into account the social meaning of behaviors, three factors that empirical behavior measures tend to overlook. Shortcomings of BARS, according to the author, include its dependence on multiple criteria, the complexity and time-consuming nature of the scale-developing process, and the subjectivity involved in interpreting measurement results. (PGD)

ED221953 EA015088

Lessons Learned from Past Block Grants: Implications for Congressional Oversight. Report to the Chairman of the Subcommittee on Oversight of the Committee on Ways and Means, United States House of Representatives.

General Accounting Office, Washington, D.C.
Report No-GAO/IPE-82-8
Pub Date 23 Sep 82
Note-142p.; Brief sections of appendices may reproduce poorly due to illegibility of original document; table 6 may not reproduce due to small print of original document.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (first five copies, free; additional copies, $3.25 each).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Accountability; *Block Grants; Categorical Aid; *Federal Aid; Federal Programs; *Federal Regulation; Federal State Relationship; Program Effectiveness; Program Evaluation; Tables (Data)
Identifiers-Community Development Block Grant Program; Comprehensive Employment and Training Act; Omnibus Crime Control and Safe Streets Act; Partnership for Health; Social Security Act Title XX

The conclusions of the U.S. General Accounting Office (GAO) concerning the effects of consolidating federal categorical aid programs into block grant programs are presented in this report. The block grants reviewed were established before 1981 under the Partnership for Health Act, the Omnibus Crime Control and Safe Streets Act, the Comprehensive Employment and Training Act, the Community Development Block Grant program, and Title XX of the Social Security Act. The GAO found that accountability requirements and local autonomy under the grants varied but that the requirements tended to increase in number and complexity over time. Groups targeted for assistance under the earlier categorical programs tended to received comparable assistance under the block grants. Consolidation had mixed effects on administrative costs but further reductions in federal requirements could result in economy. Less program evaluation material has been available to Congress than under categorical programs, largely because many programs were made accountable at the state rather than the federal level. The GAO notes that these findings may not apply to newer block grant programs because of substantial changes in program structures and intentions. The reactions of other government agencies to the GAO conclusions are also provided. (PGD)

ED222090 FL013273

Matthews, Debra Deane

Teaching Selective Listening Strategies for Comprehension and Acquisition.

Pub Date 82

Note-23p.; Expanded version of a paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basic Skills; *Class Activities; *English (Second Language); *Language Processing; Language Research; Learning Processes; *Listening Comprehension; Non English Speaking; Postsecondary Education; *Second Language Instruction; Skill Development; Student Needs; Teaching Methods

Adult English as a second language (ESL) students must develop listening comprehension skill for two reasons: they need it for survival purposes immediately and it is the first step toward acquisition of English. These two needs reflect the distinction between listening for comprehension and listening for acquisition; they must be accounted for in the curriculum, materials, and teaching methods of ESL classes. Research has described the listening process as one of predicting, sampling, hypothesis-creating, and checking. By explaining these strategies, focusing on them separately and sequentially at first, and teaching ways to control them, the instructor can lead students to become more self-confident and independent in their listening abilities and to comprehend real language messages before they actually acquire comparable knowledge of the target language. Extending these techniques to the second type of comprehension would mean a change in the focus of traditional types of exercises. Through the use of the listening strategies described above, the exercises would focus first on understanding the message and then on the language forms. Strategies and techniques based on the model are described and sample exercises are appended. (AMH)

ED222178 IR010411

Goldin, Sarah E., Ed.; Thorndyke, Perry W., Ed.

Improving Team Performance: Proceedings of the Rand Team Performance Workshop.

Rand Corp., Santa Monica, Calif.
Spons Agency-Office of Naval Research, Arlington, Va.
Report No-ISBN-0-8330-0249-X; R-2606-ONR
Pub Date Aug 80
Contract No-N00014-79-C-0753
Note-188p.; The proceedings of the Rand Workshop on Team Performance (Santa Monica, CA, November 27-29, 1979).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Decision Making; *Game Theory; *Group Dynamics; *Human Factors Engineering; Organizational Effectiveness; *Organizational Theories; Research Methodology; Research Needs; Simulation; Small Group Instruction; *Team Training
Identifiers-Heuristic Models; Naval Training; Small Group Communication

The 16 papers in this collection discuss options and areas for future research on teams, including performance requirements, structure, communications, training techniques, and organizational determination of team performance, from the perspectives of varied disciplines; e.g., psychology, computer science, management science, and decision theory. These papers were presented at a workshop designed to review research in varied fields that might have potential relationships to team performance, consider promising directions for research, and promote discussion of potential interdisciplinary research methodologies and facilities for improving team training and research. The workshop was also intended to help identify current problems in training and Navy team performance. A summary of the major workshop themes is followed by the text of papers presented and summaries of follow-up sessions for the eight major workshop topics: gaming and simulation, organization theory, small group processes, cognitive psychology, training and instruction, heuristic modeling, decision theory, and human engineering. A 7-page bibliography is provided. (LMM)

ED222198 IR010434

Naumer, Janet Noll; Thurman, Glenda

ID in School Media Centers: Possible or Probable? A Position Paper.

Pub Date 7 Apr 81

Note-15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Philadelphia, PA, April 7, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes; *Change Agents; Change Strategies; Definitions; Elementary Secondary Education; *Instructional Design; *Instructional Development; *Learning Resources Centers; Library Role; *Media Specialists; Staff Role; Teacher Attitudes

Widespread instructional development (ID) activity in school media centers will remain more an ideal than a reality until school media specialists are knowledgeable in instructional development processes, are convinced that instructional development leads to optimum integration of media resources and instruction, and make instructional development activities a priority. Reasons for minimal instructional development activity by school media specialists include (1) few articles in professional literature directed to school media specialists; (2) ambiguity in instructional development definitions; (3) little indication of the parameters of the instructional development role for school media specialists; and (4) lack of acceptance of the instructional development role. Findings of three studies indicate the impact on instructional development activity of other variables such as media resources available and teacher/administrator perceptions. A chart of helping or hindering forces derived from these studies and an 18-item reference list are included in this paper. (Author/LMM)

ED221699 CE033786

Albracht, James

The Identification of Instructional Needs of Small Farmers in Kansas. Assess the Needs for Agricultural Instruction to Meet Needs of Rural or Urban Residents Who Do Not Depend on Their Land for Major Income.

Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.

Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date [82]

Note-40p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education; *Adult Farmer Education; *Agricultural Education; *Educational Needs; *Farmers; Needs Assessment; *Part Time Farmers; Postsecondary Education; Program Development; Teaching Methods; Vocational Education; *Young Farmer Education

Identifiers-*Kansas

The major purpose of this study was to identify the instructional needs in agriculture for small farmers in Kansas. Secondary purposes of the study included the identification of individual characteristics of small and part-time farmers for various educational methods, program schedules, and program length. A survey instrument was developed and sent to all Kansas farmers listed as members of Kansas Young Farmers in 1982. Fifty instruments were returned from small farmers, 55 from medium-sized farmers, and 75 from large farmers. The research showed that all types of farmers ranked farm mechanics as the most important instructional area, followed by farm management, crops and soils, and animal science. The small farmers rated the instructional areas as more important than did the medium and large farmers. It was also found that farmers thought they should have an input in identifying instructional topics for adult classes; that the vocational educator must be hands-on oriented; that adults must feel at ease in the educational process; and that students should participate in scheduling the educational program. It was recommended that all categories of farmers be included in the same classes, that special efforts be made to include young farmers in educational programs, and that every effort be made to help farmers apply effective farm management practices. (KC)

ED221784 CG016210

Yoast, Richard A., Ed.; And Others

Take the Time, II. Revised Edition.

Wisconsin Clearinghouse for Alcohol and Other Drug Information, Madison.
Spons Agency-Wisconsin State Dept. of Health and Social Services, Madison.
Pub Date 81
Note-98p.
Available from-Wisconsin Clearinghouse, 1954 E. Washington Ave., Madison, WI 53704.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults; Athletics; *Hobbies; Interests; Interpersonal Relationship; *Leisure Time; *Life Satisfaction; *Morale; Psychological Needs; *Quality of Life; *Recreational Activities; Self Actualization

This guide, designed to help people improve the quality of their leisure time, suggests alternative activities which may involve risk or change and may be used by individuals, families, teachers, and treatment personnel. The format is a collection of experiences that people have enjoyed and that make them feel relaxed, refreshed, and good about themselves. The topics include travel and adventure, exploration of one's own environment, sports, self-awareness, religion, family relationships, crafts, and hobbies. Resources and readings are suggested for more information and as a source of further ideas. (JAC)

ED221974 EC150041

Rutherford, Robert B., Jr., Ed.; Prieto, Alfonso G., Ed.

Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders, Summer, 1979.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.; Arizona State Univ., Tempe, Dept. of Special Education.; Council for Children with Behavioral Disorders.; Teacher Educators for Children with Behavioral Disorders.

Pub Date 79

Note-198p.; A majority of the papers were presented at the Annual Conference on Severe Behavior Disorders of Children and Youth (2nd, Tempe, AZ, November 16-18, 1978).

Available from-The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($5.00, $4.50 with purchase of 10 or more; make check payable to Council for Children with Behavioral Disorders Publications, Publication No. 219).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Aggression; *Autism; Behavior Modification; Behavior Problems; Child Abuse; *Delinquency; *Emotional Disturbances; Inservice Teacher Education; *Intervention; Minority Groups; *Severe Disabilities; Social Development; *Teacher Education; Teaching Methods

The monograph presents 19 papers on severe behavior disorders, including issues related to teacher training, school problems/school intervention, autism, and juvenile delinquency. The following papers are included: "Issues in Training Teachers for the Seriously Emotionally Disturbed" (F. Wood); "The Field-Based Special Education Teacher Training Program of Behaviorally Disordered Children" (M. Kerr, et al.); "The Inservice Consultant--A Role for Teacher Trainers Working with Behavior Disorders in the Schools" (B. Marotz-Sprague, C. Nelson); "The Program Manager--A New Role for Teachers of the Severely Handicapped" (R. Dever, D. Knapczyk); "Teacher Directed Interventions with Behaviorally Disordered Children" (S. Zucker, et al.); "The IEP as Single-Subject Serendipitous Research" (D. Eyde, A. Fink); "Recent Developments in the Field of Behavior Therapy--The Evolution of Cognitive Behavior Modification" (K. Howell); "The Relationship between Cognitive Profiles, Level of Academic Achievement and Behavior Problems" (C. Letteri); "Perceived Roles and Behaviorally Disordered Minority Students" (K. McCoy, A. Prieto); "Normative Behavioral Observation Data as a Standard in Classroom Treatment of Educationally Handicapped Children" (S. Forness); "Enhancing the Prosocial Behavior of Severely Behavior Disordered Children" (J. Hendrickson, R. Gable); "A Review of Learning Research in Autistic Children" (M. Kaufman, H. Clark); "Severely and Profoundly Disturbed Children--The IEP and the Least Restrictive Alternative" (R. Cline, E. Guetzloe); "Research in the Modification of Deviant Behavior of an Autistic Child--A Preliminary Report" (R. Neel, F. Billingsley); "Ecological Assessment of Programs for Children with Severe Behavior Disorders" (L. Brousard, C. Dietrich); "A Descriptive Profile of the Adjudicated Adolescent--A Status Report" (L. Bullock, T. Reilly); "The Relationship between Learning Disabilities and Juvenile Delinquency" (S. Swartz, S. Wall); "The Emotionally Disturbed Delinquent Adolescent--Manifestation of Physical and Sexual Abuse" (S. Bavolek); and "Dynamics of Overt Aggression and the Behavior Disordered Adolescent" (R. Fritsch). (CL)

ED222010 EC150078

Thompson, Keith P.; And Others
Discovering Me: Music Activities for Special Learners.
Central Intermediate Unit 10, Philipsburg, Pa.
Spons Agency-National Committee, Arts for the Handicapped, Washington, D.C.
Pub Date Feb 82
Note-151p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Disabilities; Elementary Secondary Education; Movement Education; *Music Activities; Musical Composition; Musical Instruments; Music Appreciation; Preschool Education; Vocal Music

The book contains information on musical activities which were field tested in Project PASE (Program in the Arts for Special Education, Pennsylvania) classrooms with a wide range of exceptionalities from preschool age to adolescence. Activities are seen to help children become more aware of their bodies, feelings, and themselves; feel important and accepted; find success, self satisfaction, and pride in musical accomplishment; and learn life skills through music. Following an introduction in cartoon format are activities which are divided into six major sections: chart activities; song activities; playing activities (rhythm instruments, bells, guitar); movement activities; listening activities; and creating music activities. Activity descriptions cover student objectives, procedures for the teacher to follow, extensions of the activity, modification, source for materials, and diagrams. Appended is a chart referencing the activities to 26 general and 15 musical objectives, such as following a leader, becoming aware of the environment, using symbols, developing verbal communication, becoming aware of rhythms, learning that melody is composed of many pitches, and feeling the different moods in music. Also given are a sample music individual education program outline, an individual music evaluation form, and a list of resources. (SW)

ED222028 EC150097

Winnick, Joseph P., Ed.; Hurwitz, Jan, Ed.

The Preparation of Regular Physical Educators for Mainstreaming. Final Report.

New York State Univ., Coll. at Brockport.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 79

Grant-G007701192

Note-145p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Athletics; Competency Based Teacher Education; *Disabilities; Individualized Instruction; *Mainstreaming; *Physical Education; Program Evaluation; *Teacher Education; Teaching Methods; Teaching Skills

Identifiers-State University of New York Coll at Brockport

The monograph reports on a 3-year project to develop competencies in physical education teachers for dealing with mainstream exceptional students. Results of a survey of physical educators on the types of competencies needed to teach in mainstreamed settings are presented. Adjustments made to the undergraduate physical education program at State University College at Brockport (New York) are illustrated, and 23 competencies associated with mainstreaming are set forth. Principles and guidelines for individualizing instruction are reviewed. The largest part of the monograph (19 papers) present ways to integrate exceptional students in specific sports, including archery, backpacking, field hockey, golf, lacrosse, soccer, snow skiing, racquetball, tennis, and swimming. Two papers on evaluation of the mainstreaming subcomponent conclude the volume. (CL)

ED222047 FL013213

Berman, Ruth A.; And Others

The Acquisition of Agent and Instrument Noun Forms in Hebrew.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date 82
Note-10p.; In its: Papers and Reports on Child Language Development, Number 21, p16-24.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Language; Children; Contrastive Linguistics; English; *Hebrew; *Language Acquisition; Nouns; *Vocabulary Development

The development of devices used to coin agent and instrument nouns in Hebrew was investigated among 60 children aged 3, 4, 5, 7, and 11. The prevalent word-formation device in Hebrew is the triconsonantal root combined with vowel patterns. Other available devices include suffixation, conversion, and compounding. Questions designed to elicit innovative nouns were posed to the subjects. It was found that different word-formation devices were preferred at different ages, with suffixation preferred by most subjects beyond the age of 4. The results are compared with those of a similar study of English-speaking children in order to distinguish language-specific from universal response patterns. For example, the low incidence of compounding by Hebrew-speaking children is attributable to its lack of utility in Hebrew. The more varied set of devices available to Hebrew speakers for coining nouns makes the task of acquisition more complex and prolonged than for English speakers. Children in both studies were able to coin agent nouns before instruments, relied on fewer devices for coining agent nouns, and used suffixation as the preferred device. (RW)

ED222108 HE015451

Useem, Elizabeth
Education in a High Technology World: The Case of Route 128.
Northeastern Univ., Boston, MA. Inst. for the Interdisciplinary Study of Education.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Jun 82
Note-83p.
Available from-33 Mosman Street, Newton, MA 02165.
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-College Role; Computer Science; *Education Work Relationship; *Employment Opportunities; Engineering; Financial Problems; Government Role; Higher Education; Industry; *Labor Force Development; Mathematics Instruction; Mathematics Teachers; Retrenchment; *School Business Relationship; *Science Careers; Science Instruction; Science Teachers; Secondary Education; Technical Education; *Technical Occupations; Technology
Identifiers-Corporate Support; *Massachusetts (Boston)

The relationship between high technology firms and educational institutions in the Boston metropolitan area was studied. Attention was focused on the responsiveness of public schools, community colleges, and four-year colleges and universities to the demands of the industry for technically trained personnel. The influence of companies on educational policies and the development of links between the two institutions were also explored. Information was gathered from: personal interviews with 130 officials from education, industry, and government; a survey of 158 secondary mathematics and science teachers at high schools on Route 128; reanalysis of a national survey of American high school seniors in 1980 commissioned by the National Center for Education Statistics; and review of documents and reports. It was found that there is considerable interest on the part of students and school administrators at all levels of education in courses and programs of study that would lead to technical careers. However, the capacity of educational institutions to respond to student interest is limited by budgetary considerations. A shortage of staff and equipment exists in all programs. Industry support for the schools is concentrated mainly on baccalaureate and postgraduate degree programs. There are a few cases of mutually satisfying cooperation programs between the companies and other sectors of education; but, for the most part, school-industry ties are fragmentary, weak, and of short duration. It is concluded that despite new interest in industrial-education partnerships, it is highly unlikely that corporations will be able to provide schools with the resources traditionally supplied by government funds. A bibliography is appended. (Author/SW)

ED222142 HE015566

Jenkins, Jeannette; And Others

Promoting Persistence Through Cognitive Style Analysis and Self-Management Techniques.

Pub Date 81

Note-67p.; Some charts may not reproduce well due to small print.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement; *Academic Advising; *Academic Persistence; *Cognitive Style; Eligibility; Experimental Programs; Guidance Programs; Higher Education; *High Risk Students; School Holding Power; *Teacher Education

Identifiers-*Southern Illinois University Carbondale

Three research studies were conducted by the academic advisers in the College of Education at Southern Illinois University-Carbondale to test a method of increasing retention and academic performance of currently enrolled high-risk students. Students recruited for the research had had less than 75 hours passed and grade points below 2.15, making them ineligible for the teacher education program. For each study, experimental and control groups were used. In the experimental groups, each adviser worked with students using tests, diagnostic test interpretation, and academic counseling to find the most effective cognitive learning style. Self-management techniques were designed and used so students could analyze and control their behavior while striving for success. The first study was designed to increase retention and academic performance to make them eligible for the teacher education program. The strategies resulted in improved academic performance. The second study followed the original participants through their field experience and professional semester to graduation. Continued treatment helped students raise and maintain grades at an adequate level for student teaching. The third study worked with a new group of students with grade point averages below 2.25 to increase retention and academic performance. This study confirmed the first study's results, and expansion of the treatment to include underachieving students in other majors is recommended. (MSE)

ED221661 CE032961

Olson, Lucretia Maria
Financial Services Marketing.
Texas Univ., Austin. Center for Occupational Curriculum Development.
Pub Date 81
Note-81p.
Available from-Center for Occupational Curriculum Development, University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock Number DE-504-S, $8.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Banking; Behavioral Objectives; Business Education; Careers; Competency Based Education; *Distributive Education; *Finance Occupations; *Financial Services; Individualized Instruction; Instructional Materials; Job Skills; Learning Activities; *Marketing; Secondary Education

This manual contains student assignments in the financial services area of the marketing process. The individualized competency-based materials are intended to enhance and supplement instruction or to provide the basis for a course of instruction by the teacher-coordinator. Information on skills needed in jobs in financial marketing is first listed. These skills are categorized into basic, social, and midmanagement skills. Twelve assignments follow that can be given in any sequence. Each assignment follows this format: objectives, informative material providing the knowledge (cognitive) competencies, questions on the material, and projects whose completion requires student application and synthesis of the competencies. Topics covered include bank services and their importance; the banking system; the structure of banking; banking operations; support services for the paying and receiving function; the lending function; the trust function; internal marketing functions; business development, advertising, and promotion; bank administration; bank investments; and banking trends and career opportunities. (YLB)

ED221680 CE033681

Apprentice Cook, 9-2. Military Curriculum Materials for Vocational and Technical Education.

Air Force School of Applied Aerospace Sciences, Lowry AFB, CO.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 78

Note-79p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Autoinstructional Aids; Behavioral Objectives; *Cooking Instruction; *Cooks; Equipment Maintenance; Equipment Utilization; *Food Service; *Foods Instruction; Individualized Instruction; Learning Activities; *Occupational Home Economics; Pacing; Postsecondary Education; Sanitation; Secondary Education

Identifiers-Military Curriculum Project

These student materials in a two-volume format for a secondary-postsecondary level course in food service/cook comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The stated purpose for the individualized, self-paced course is to teach the tasks of the apprentice cook. The course is recommended for use in providing supplementary exercises for students in food service training. Volume 1 (two chapters) covers sanitation (food service standards, personal hygiene, communicable diseases, general sanitation measures, and insect and rodent control) and operation and maintenance of food service equipment (portable equipment and fixed equipment). Volume 2 (one chapter) discusses principles of cookery (weighing and measuring; common cooking terms; seasoning agents; cook's worksheet; identification of meats, seafood, poultry; cooking methods; meat cookery factors; types and grades of meat; vegetables and fruit; garnishing food; quick bread; and basic serving rules and procedures). Each chapter is organized around criterion learning objectives with reading and criterion test items. Volume review exercises are provided, but no answers are given. (YLB)

ED221718 CE033897

Pribyl, Paul F.

Wisconsin Fire Service Certification Program Procedures.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date [80]

Note-56p.; For related documents, see CE 033 898-915. One appended form may not be legible.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Certification; *Fire Fighters; *Fire Science Education; Postsecondary Education; *State Standards; *Teacher Education

Identifiers-*Wisconsin

These procedures for the Wisconsin Fire Service Certification Program provide professional qualification standards for three levels of fire fighter and four levels of fire service instructor. A section on program authority/operations covers program development, the credential review system, and revocation of certification. Requirements for participation are summarized, including the approved course outline for levels 1 and 2. Prerequisites for the three levels of Certified Fire Fighter are then defined for three areas: prerequisites for entry, fire service experience requirements; and prerequisites for examination (actual fire fighting, practical skill examination, and state written certification examination). Standards for the four levels of Certified Fire Service Instructor present information on prerequisites, instructor requirements, facility certification, course description, and state written certification examination. An appendix provides six forms that must be completed before the final state written certification examination can be conducted. (YLB)

ED221809 CG016236

Kearney, Maureen

Relationship between Sex-Role Orientation and Fear of Success.

Pub Date Apr 82

Note-8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Androgyny; *College Students; Congruence (Psychology); *Fear of Success; *Females; Goal Orientation; Higher Education; Personality Measures; *Personality Traits; Research Methodology; *Sex Role

Many studies have attempted to relate sex role to other personality dimensions such as fear of success with conflicting results. The Bem Sex-Role Inventory and the Fear of Success Scale were administered to 101 college women. A significant relationship was found between their scores on the two instruments. Results showed that sex-reversed females experienced significantly less fear of success than did their counterparts who had not adopted male characteristics as part of their personality dynamics. While these results support conclusions reached by a number of authors, they differ from others. Differences among the scales themselves may account for conflicting results. (JAC)

ED221894 CS503969

Gray, Philip A.; Wilson, Gerald L.

A Survey of Practices and Strategies for Marketing Communication Majors.

Pub Date Apr 81
Note-33p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Departments; *Educational Cooperation; *Educational Research; *Education Work Relationship; *Employment Potential; Higher Education; Job Skills; Majors (Students); *Speech Communication; Surveys

Fifty college speech departments responded to a survey intended to discover some of the common practices and strategies for marketing undergraduate speech communication majors. The results indicated that the most frequent name for the departments responding was "Communication" rather than "Speech Communication," completely the opposite of what was true 5 years ago. Twenty-three respondents indicated that business-related departments at their institution required or encouraged an emphasis in communication, and 9 suggested that English departments encouraged such an emphasis. Introductory courses in management, marketing, and public relations were the courses from other departments most frequently taken by communication majors. The most frequently mentioned cooperative program was a cooperative certification program in public relations, but this question produced a long list of innovative, cooperative programs. Only 40% of the departments had any particular emphasis, such as education, speech, or broadcasting. Public information/relations, marketing, teaching, and sales were the four most frequent career positions for communication majors, and internships and personal contacts were the most frequently used strategies for letting employers know about communication majors. (Extensive tables of the results are included.) (HTH)

ED221934 EA015007

Goldman, Jeri J.

The "NASSP Bulletin": 1970-Present, Analysis of Content and Authorship.

Pub Date 82

Note-13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Authors; Content Analysis; *Periodicals; Principals; Professional Associations; Secondary Education; Sex Bias

Identifiers-*Journal Articles; *NASSP Bulletin; National Association Secondary School Principals

Analysis of the 113 issues of the National Association of Secondary School Principals (NASSP) Bulletin published from January 1970 through May 1982 revealed that 23 percent of the over 2,000 articles printed dealt with development of the educational program, 10 percent dealt with student behavior and discipline, and 10 percent covered general issues of education and secondary education. The principalship accounted for 9 percent of the articles, while 7 percent discussed leadership and management, another 7 percent dealt with staff supervision and development, and 6 percent concerned evaluation of the educational program and student progress. None of the other 12 topic areas accounted for more than 5 percent of the articles. Of the 2,500 authors represented, 41 percent were affiliated with colleges and universities and only 24 percent were actually secondary school principals. Females constituted 14 percent of the authors. The researcher concludes that this analysis reveals a number of biases in the content and authorship of the NASSP Bulletin, and that several pertinent topic areas have been neglected. (PGD)

ED221993 EC150061

Philpott, William H.; And Others

Organic Determinants of Learning and Behavioral Disorders.

Pub Date Mar 82

Note-81p.; Paper presented at the Annual International Conference of the Association for Children with Learning Disabilities (Chicago, IL, March 3-6, 1982).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Allergy; *Case Studies; Clinical Diagnosis; *Emotional Disturbances; Environmental Influences; *Etiology; Food; Hyperactivity; *Learning Disabilities; Medical Evaluation; Metabolism; *Organic Chemistry; Theories

Theories regarding organic determinants of learning and behavior disorders are reviewed historically. Cases illustrating how a bio-ecologic examination can isolate the substances to which a person reacts and some of the reasons for those reactions are presented; and the role of various disorders in relation to the central nervous system is discussed. From ancient times, it has been observed that reactions do occur to environmental substances. Case studies of five children (2 to 12 years old) demonstrate that reactions to environmental substances do occur, and that these reactions are observed to be metabolic disorders stemming largely from a state of addiction (sometimes with genetic predispositions) rather than stemming from allergies. Discussions cover the role of immunologic and nonimmunologic inflamatory reactions, adaptive addiction, endorphins, disordered amino acid metabolism, approach and avoidance, tranquilizers, and anticonvulsants. The appendix, which makes up the bulk of the document, details the five case histories. Presented within each case study are sections on the initial examination and history, methods of laboratory examination, results of laboratory examination, formulation, treatment, prognosis, and diagnoses (including listings of foods causing allergic reactions). Among formulations from the cases are the following: a cause and effect relationship between central nervous system malfunction and environmental substances both in foods and chemicals was established in a 6-year-old girl; specific goods evoked a wide assortment of central nervous system symptoms in a 7-year-old girl, including grimacing, tension, irritability, shaking, and hyperactivity; and a 12-year-old boy was found to have depressive and hyperactive reactions to several foods. (SW)

ED222069 FL013235

Voght, Geoffrey M.

Commercial Spanish at Eastern Michigan University.

Pub Date 82

Note-11p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Louisville, KY, April 22-24, 1982). In: ESL and the Foreign Language Teacher.

Available from-Not available separately; see FL 013 228.

Document Not Available from EDRS.

Descriptors-Advanced Courses; *Business Administration Education; Business Communication; *College Second Language Programs; Cooperative Education; Economics; Foreign Countries; Higher Education; International Education; *International Educational Exchange; International Trade Vocabulary; Languages for Special Purposes; Language Tests; *Spanish; Study Abroad; Vocabulary Development

Identifiers-*Eastern Michigan University; Madrid Chamber of Commerce and Industry (Spain); Mexico; Spain

The commercial Spanish courses at Eastern Michigan University, examinations in commercial Spanish, and cooperative education exchange programs are described, and the university's new programs that combine the study of foreign language and business are briefly addressed. A six-course sequence offered on the junior, senior, and graduate levels cover Spanish for international trade, business Spanish, and Spanish for business practices. All have basically the same major components: commercial correspondence and documents, Spanish articles on business-related topics, and a textbook covering vocabulary on a wide variety of operational areas. In each course, students must both translate business letters from Spanish to English and compose letters in Spanish for a wide variety of commercial purposes. In addition, students examine and discuss many other commercial documents. Work with articles published in foreign periodicals has been a successful approach to expose students to the commercial-Spanish lexicon. The articles are entirely in Spanish, which encourages students to build associations among commercial and noncommercial Spanish words and expressions. The basic-level and advanced-level examinations in commercial Spanish for foreigners and the Madrid Chamber of Commerce and Industry certificate and diploma exams are described, along with the cooperative education exchange program. The courses qualify students for positions providing experience in international business and use of Spanish, both in the United States and abroad. (SW)

ED222091 FL013274

Fischer, Kathleen B.; Cabello, Beverly

Predicting Student Success Following Transition from Bilingual Programs.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-CSE-R-161
Pub Date 81
Note-21p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Bilingual Education Programs; *Bilingual Students; Educational Research; Elementary Education; *English (Second Language); Grade 3; Grade 4; *Language Proficiency; Performance Factors; *Predictor Variables; Program Effectiveness; Reading Skills; Spanish Speaking; Vocabulary Skills

A bilingual prediction study was conducted in order to gather information that school districts could use in making decisions about instructional transition for students in transitional bilingual programs. In 1976, 115 third graders were tested in reading, verbal ability, and aural comprehension in both English and Spanish. Attitude toward language and school and demographic data were also recorded. The following year data were collected on English reading tests, teachers' ratings of pupil performance in five subject areas, and individual scores on an observation instrument measuring classroom participation. The data were subjected to a series of analyses that sought to identify reliable predictors of success and to determine the extent to which English proficiency alone could serve as a valid predictor. The analysis suggested that third grade reading skills in English do not offer definite predictive power with regard to classroom participation after transition. Further analyses indicated that English vocabulary skills play a strong role in prediction of success in English reading. These skills plus time-related variables are useful in predicting success in subject matter areas. The particular contribution of all variables varies according to the subject matter area concerned. (AMH)

A Report to the Thirty-Third Legislature, State of Arizona, on the Feasibility of Establishing a Branch of Arizona State University in Western Maricopa County.

Arizona Governor's Office, Phoenix.

Pub Date Feb 77
Note-47p.; Prepared by the Arizona State University Branch Campus Study Committee.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Advisory Committees; Campus Planning; College Curriculum; *College Planning; Educational Demand; Feasibility Studies; Higher Education; *Multicampus Colleges; *Needs Assessment; School Location; *State Universities; *Upper Division Colleges
Identifiers-Arizona (Maricopa County); *Arizona State University; *Blue Ribbon Commissions

Governor's Committee findings and recommendations regarding the need for a branch campus of Arizona State University (ASU) on the west side of Maricopa County are presented. The campus would be limited to courses in the final 2 years of the college (i.e., upper level university). To determine the feasibility of the branch campus, a demographic analysis was conducted, followed by a study of sites, curriculum, and alternatives to a branch campus. Among the recommended planning guidelines are the following: the minimum enrollment, after 5 years' operation, should be about 4,500 full-time-equivalent (FTE) students; the desirable size of such a university is 6,500 to 8,500 FTE students and a maximum of 15,000 FTEs; the branch campus should have the same degree of autonomy as the present instructional college on the main campus; and the new school should not be allowed to offer any lower division courses, except in cooperation with the Maricopa Community College system. Among the recommended principles regarding curricula are the following: the role and scope of the institution should be determined during the planning period; a needs assessment of the West Side area should be initiated once the planning team is employed; course offerings should be concentrated in those academic areas for which the greatest student demand exists; initially, degree programs should be limited to the baccalaureate level, with the possible exception of a master's degree offering in education; and thought must be given to the non-degree programs of the college. Steps in planning the college, financing, and site considerations are briefly outlined, and results of the needs assessment and letters pertaining to the proposed campus are appended. (SW)

ED222159 HE015657

Cole, Charles C., Jr.

Improving Instruction: Issues and Alternatives for Higher Education. AAHE-ERIC/Higher Education Research Report No. 4, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date 82

Contract No-400-77-0073

Note-75p.; For a related document see ED 153 583.

Available from-Publications Dept., American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00 members; $6.50 nonmembers).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Instruction; Educational Quality; Educational Research; Faculty Development; Higher Education; Incentives; Instructional Improvement; Interaction; *Learning Theories; Models; Student Role; Student Teacher Relationship; *Teacher Attitudes; Teacher Characteristics; *Teacher Effectiveness; Teacher Role; *Teaching Methods

The literature relating to instructional improvement since 1978 is examined. After a review of implications of recent learning theories, it is concluded that theorists agree generally that: learning is enhanced when the student is active rather than passive; learning is improved by practice and feedback; learning is improved when directed toward some goal; learning has both an affective and a cognitive aspect; and the quantitative and qualitative differences in the learning process are great. Attention is also directed to the following issues related to improving instruction: models of teaching, characteristics of good teaching, teaching awards, faculty development programs, programs for teaching assistants, cooperation among institutions, interest of professional associations, faculty growth contracts, evaluation of faculty by others, and the relationship between teaching and research. Another important concern is that the prospects for improved instruction are linked to faculty attitudes toward teaching, students, the institution, and change. Studies pertaining to methods of instruction are also reviewed. Methods emphasizing content include the lecture, the lesson method, audiovisual instruction, computer instruction, audio-tutorial instruction, the personalized system of instruction, and mastery learning. Methods focusing on students include tutorial instruction, independent study, learning contracts, experiential learning, and student-generated courses, while methods characterized by interaction include discussion, seminar, case study, role playing, games and simulations, and encounter groups. Research on improving instruction is also reviewed, and a bibliography is appended. (SW)

ED222199 IR050112

Griffiths, Jose-Marie

Application of Minicomputers and Microcomputers to Information Handling.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No-PGI-81/WS/28

Pub Date Nov 81

Note-105p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Computer Oriented Programs; Developing Nations; *Information Processing; Information Systems; Input Output Devices; Library Automation; *Microcomputers; *Minicomputers; Surveys; *Technological Advancement; Technology Transfer; *Use Studies

This study assesses the application of both minicomputers and microcomputers to information-handling procedures and makes recommendations for automating such procedures, particularly in developing nations. The report is based on a survey of existing uses of small computing equipment in libraries, archives, and information centers which was conducted from October 1979 to May 1980. Following a description of report aims and layout, a discussion of the impact of computer technology on information handling traces the history of the relationship between computers and information systems and outlines historical changes that have occurred in computer technology. Examples given of small-scale computing equipment usage in information handling deal primarily with microcomputers and include unusual projects. Other chapters clarify terminology and formulate definitions, identify basic components of minicomputer systems in terms of equipment selection criteria, discuss current trends in information systems and services development, and predict changes which will affect information handling. The effect of these changes on information professionals and educators is considered, and recommendations are made for further investigations, education and training requirements, and standards for systems and documentation. Report annexes provide background detail and deal with terminology, minicomputer manufacturers, and microcomputer systems. (Author/LMM)

ED221739 CE033919

Priroyl, Paul F.

Your Fire Department. Organization--Recruitment--Equipment--Training. Revised.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 1 Jan 78

Note-24p.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administration; *Equipment; *Fire Fighters; *Fire Science Education; *Organization; *Personnel Selection; Postsecondary Education; Program Descriptions; *Recruitment; Responsibility

Identifiers-*Fire Departments; Wisconsin

This publication is intended as a guide in the organization, staffing, equipping, and training of fire departments in Wisconsin. A separate section focuses on each of these four areas. The first section discusses an ordinance to create a fire department, qualifications and authority of the fire chief, and an outline of duties and responsibilities of each position in the organization. Recruitment and selection of personnel is the focus of section 2. Section 3 makes recommendations to assist communities and fire departments in the equipping of their apparatus. Recommendations pertain to pumping engines, basic and optional equipment carried on pumpers, basic and optional equipment carried on mobile water-supply apparatus (tankers), equipment carried on ladder trucks, special equipment carried on salvage trucks, and personal protective clothing. Section 4 describes the Wisconsin Fire Service Training Program including courses taught, training locations, and available training materials and sources. An appendix recommends materials for a fire department training library. (YLB)

Hill, Pamela
Lubrication System. Introduction: Things for You to Know. Student Manual. Small Engine Repair Series. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date 81
Note-77p.; For related documents see ED 146 392 and CE 034 181-188.
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Check Lists; *Disabilities; *Engines; Industrial Arts; Instructional Materials; Job Skills; *Lubricants; Rating Scales; *Repair; *Safety; Secondary Education; Trade and Industrial Education
Identifiers-*Lubrication Systems; *Small Engine Mechanics

This student manual introducing the lubrication system is the first of three in an instructional package on the lubrication system in the Small Engine Repair Series for handicapped students. The stated purpose of the booklet is to help students learn about the lubrication system and safe and good work habits. Informative material and diagrams are provided on the lubrication system, purpose of lubrication, functions of a lubricant, types and grades of oil, types of lubrication systems, functions of system parts, crankcase breather, safety rules, and good work habits. Review questions follow brief sections of information. Two rating scales and charts are included for evaluation of student progress. (YLB)

ED221785 CG016211

Tans, Mary Dee, Ed.; And Others

Getting the Word Out.

Wisconsin Clearinghouse for Alcohol and Other Drug Information, Madison.
Spons Agency-Wisconsin Council on Developmental Disabilities, Madison.
Pub Date 79
Note-89p.
Available from-Wisconsin Clearinghouse, 1954 E. Washington Ave., Madison, WI 53704.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Audiences; *Communication Skills; News Media; *Organizational Communication; *Organizational Effectiveness; Planning; *Publicity; *Public Relations; Radio; Television; *Volunteers

This notebook is designed to help the volunteer or professional responsible for "getting the word out" about an agency, organization, chapter, or project to do the necessary public relations work more successfully, professionally, and effectively. Advice on developing public awareness and identifying the organization's goals and priorities, evaluating resources, and establishing a plan is offered along with principles of communication. Other topics include the use of newspapers, radio, television, newsletters, brochures, exhibits, and public speakers' bureaus. The principles of changing public attitudes are also discussed. A bibliographic reference list is included. (JAC)

ED221831 CS006823

Gagne, Ellen D.

Comprehension and the Long-Term Recall of Information. Final Report.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date [81]
Grant-NIE-G-6-78-0054
Note-142p.; Some pages in appendix may not reproduce clearly.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Cognitive Processes; Cohesion (Written Composition); *Information Processing; Intermediate Grades; Junior High Schools; *Middle Schools; *Reading Comprehension; *Reading Processes; *Reading Research; *Recall (Psychology)

Working on the assumption that poor comprehenders of reading cannot retrieve relevant information to provide a context for the understanding of new information, a study sought to gather some empirical data about the retrieval of information. It was hoped that these data would validate some aspects of J. R. Anderson's ACT theory of memory (that elaborative processing of information should facilitate retrieval of information from long-term memory) and demonstrate certain practical and useful manipulations that should help improve student's retrieval of information. To achieve these purposes, four experimental studies of middle school students tested (1) 27 passages scaled for external links, imagery, interest, reading ease, and word frequency; (2) the role of prior knowledge in retrieval process; (3) the effects of text familiarity and cohesion on retrieval of information learned from text; and (4) methods of training seventh graders to elaborate. The results of these studies validated the theoretical point that elaborative processing of prose material enhances its later retrievability. The studies also showed that two practical ways of encouraging elaboration processing are direct teaching of elaborative processing strategies and selection of new information for which learners may have some prior related knowledge. (Appendices include complete descriptions of each study.) (HOD)

ED221851 CS006853

Petrun, Craig J.; Belmore, Susan M.

The On-Line Processing of Figurative and Literal Language.

Pub Date Apr 81

Note-14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attention; *Cognitive Processes; Higher Education; *Language Processing; *Language Research; *Listening Comprehension; *Metaphors; *Novelty (Stimulus Dimension); Recall (Psychology); Semantics

A study examined cognitive processing differences between metaphoric and literal sentences. Thirty-three undergraduate students listened to 96 test sentences (including 48 fillers) that expressed 1 meaning in either a novel or frozen metaphorical or literal form: "The old couch was in love with its new slipcover" (novel), "The old couch was at home in its new slipcover" (frozen), "The old couch looked good in its new slipcover" (literal). The subjects were instructed that their primary task was to comprehend the meaning of each sentence, and they were told that they would have to make a yes/no "meaningfulness" judgment for each sentence. As a secondary task, subjects were asked to press a key in response to a light presented 250 msec after the last word in each sentence, with the response times recorded. Following presentation of the sentences, the subjects were given a forced-choice recognition test in which they were to determine which of two metaphorical and literal versions of a sentence had been presented in the trials. Performance on the secondary procedure indicated that metaphors required greater attention for comprehension. Performance on the "meaningfulness" judgment task showed that the subjects comprehended the meaning of the four sentence types equally well. Finally, in a result possibly related to the increased attention required to comprehend figurative language, both novel and frozen metaphors were remembered significantly better than literal sentences. (HTH)

ED221873 CS207209

Springer, Imogene, Ed.

Recommended English Language Arts Curriculum Guides, K-12.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 82

Contract No-400-78-0026

Note-32p.

Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $1.40 non-member, $1.00 member).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum Development; *Curriculum Guides; Elementary Secondary Education; *English Curriculum; *English Instruction; *Evaluation Criteria; *Language Arts; Standards

The first half of this booklet presents an annotated list of curriculum guides recommended by the National Council of Teachers of English (NCTE) Committee to Evaluate Curriculum Guidelines and Competency Requirements. The curriculum guides represent a variety of sample frameworks, units, and lesson plans intended for reference use by schools and agencies in the process of developing or revising a curriculum. Grouped according to the year in which the guides were recommended (1980, 1981, and 1982), each annotation provides information on grade level, content, aims and objectives, and how to obtain the guide. The second half of the booklet contains a statement of criteria for planning and evaluation of English language arts curriculum guides. The evaluation instrument was designed to apply to many different content emphases within the field of English language studies, as well as to organization, methodology, language versatility, and the learning process. Criteria are organized under the headings of philosophy, policies and procedure, objectives, organization, process as content, language, composition media, reading and literature, evaluation, and design. (HTH)

ED221915 EA014956

De Bevoise, Wynn

Conference Explores Effects of Collective Bargaining on Schools and Administrators.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Note-9p.
Available from-Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 (free).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Responsibility; *Administrator Role; Arbitration; *Collective Bargaining; Educational Administration; Educational Policy; Elementary Secondary Education; *Labor Relations; Leadership Responsibility; Negotiation Agreements; Reduction in Force; *Teacher Administrator Relationship; Unions

The proceedings of a conference on collective bargaining sponsored by the Center for Educational Policy and Management at the University of Oregon are summarized by this publication. The conference, "The Effects of Collective Bargaining on School Administrative Leadership," explored a multiplicity of approaches to collective bargaining and its effects on the management of public schools. The conference viewed collective bargaining and administrative leadership from the perspective of the researcher, the teacher union representative, the administrator, and the teacher. The 2-day conference was divided into four sessions. Speakers in the first session addressed the historical development of bargaining and the impact of bargaining on educational policy. Presentations made during the second session focused on the effects of bargaining on personnel relationships at the school and district levels. Bargaining's impact on the allocation of teacher time, teacher salaries, and perceptions of teacher work were discussed in the third session. The final session consisted of a review of the role of collective bargaining in education and suggestions for future research. (Author/LL)

ED222011 EC150079

Zucman, Elizabeth

Childhood Disability in the Family: Recognizing the Added Handicap. Monograph Number Fourteen.

World Rehabilitation Fund, Inc., New York, NY.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date 82

Grant-G008103982

Note-80p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Disabilities; Emotional Adjustment; Family Counseling; *Family Relationship; Literature Reviews; *Parent Associations; *Parent Attitudes; Siblings; Social Adjustment; *Socioeconomic Influences

The author reviews research pertaining to parent behavior in relation to child development, repercussions of disability on family life, and techniques for helping parents of disabled children. Section 1 considers theoretical bases of parenting and normal development; biological, psychological, and social factors in the genesis of handicaps; parent adaptation of disability; the role of parents toward the disabled child; and children in families with disabled parents. A second section addresses the psychological trauma experienced by parents when informed of their child's disability, repercussions of the disability on the lives of mothers and the couple, the clinical importance of grandparents in family dynamics around the disabled child, siblings of the disabled child, and repercussions to the family in view of the sociocultural context. A final section focuses on parental guidance in outpatient clinics and in the home environment, the relationship between parents and professionals (both in terms of conflict and mutual help), family therapy and parents' groups, the role of parents' organizations, and fields of future research. Noted among findings are that there is a need for a "third person" as mediator in order to fight isolation of families with handicapped children. Other findings are that social class does not influence psychological adaptation to disability but does play a role in social adaptation, and that parents' associations seem to perform a regulatory role in the system of help to disabled persons. Following a bibliography are copies of commentaries with the folliwng titles and authors: "Comment on Childhood Disability and the Family" (E. Zucman); "Between Earth and Sky--Commentary on Childhood Disability and the Family" (W. Roth); "Commentary on Childhood Disability in the Family--The 'Added Handicap'" (G. Blom, et al.); "The Summer Family Conference--An Adventure in Counseling Families with Handicapped Children" (L. Park); and "Disability in the Family--The Relation between Parents and Professionals" (B. Dyssegaard). (SW)

ED222048 FL013214

Birdsong, David

Semantics of Word Order in Co-ordination.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date 82

Note-9p.; In its: Papers and Reports on Child Language Development, Number 21, p25-32.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language; *Language Acquisition; *Phrase Structure; *Semantics; Semiotics; Speech Communication; Speech Habits; Young Children

Evidence of semantically based orderings of phrasal coordinations in child speech is explored. Speech samples from two children are analyzed to show that such sequences occur frequently, are internally consistent, and are part of children's active repertoire of referential and expressive acts at an early age. The samples were obtained from one child between the ages of 18 to 27 months and another between 36 to 41 months. The evidence suggests that early in child speech, word order in coordination lends itself to iconization of several types of semantic distinctions. Children acquire a principle which states that a preferred ordering exists for semantically distinct constituents of phrasal coordinations. Further, such an ordering iconically encodes the subjective primacy of one referent by placing it first in the coordination. The need for longitudinal data on spontaneous speech accompanied by information on gestures, focus of attention, and parents' speech is cited. (RW)

Johnson, Kirk A.; Graham, Linda L.

Instructor's Role in Individualized Training: A Survey of Two Computer-Managed Courses.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No-NPRDC-TR-82-45
Pub Date May 82
Note-44p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Managed Instruction; *Individualized Instruction; Postsecondary Education; *Student Teacher Relationship; Teacher Behavior; Teacher Education; *Teacher Role; Teaching Styles; *Training Methods
Identifiers-Naval Training

In order to provide detailed descriptions of instructors' activities in courses taught by individualized instruction and to identify some of the factors responsible for variations in those activities, records were made of instructor behavior in two computer-managed Navy courses. Within each course, jobs differed considerably in kinds and patterns of activities and total demands on the instructor. Most of the specialized jobs in one course had nominal parallels in the other, but the activities observed in these parallel jobs were quite different. Most instructors spent the major part of their time in brief, relatively routine interactions; complex tutorial interactions were rare. Findings suggest that differences in course design affect demands on the instructor and that systematic tradeoffs have not always been made between such demands and training effectiveness. It is recommended that a single set of student-instructor ratios not be used to compute instructor authorizations for all such courses and that instructor training courses avoid creating unrealistic expectations of actual job performance. Since instructor roles vary so widely, considerable caution should be exercised in selecting a common core curriculum for such courses. (Author/LMM)

ED221700 CE033814

Maze, Marilyn; Cummings, Roger

How To Select a Computer-Assisted Career Guidance System.

Report No-ISBN-0-9609352-0-7

Pub Date 82

Note-159p.; Originally prepared as a course syllabus for Project LEARN, a project of the Council for Advancement of Experimental Learning (CAEL) through a grant from the Kellogg Foundation.

Available from-Marilyn Maze, c/o EUREKA, 5625 Sutter Avenue, Richmond, CA 94804 ($8.00).

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Career Choice; Career Counseling; *Career Guidance; *Career Planning; *Computer Oriented Programs; Educational Resources; Elementary Secondary Education; *Evaluation Criteria; Guidelines; Post High School Guidance; Postsecondary Education; Selection; *Systems Development

Identifiers-Career Information System; DISCOVER System; Guidance Information System; System of Interactive Guidance and Information

This manual is designed to provide the background needed by counselors to evaluate and select a computer-assisted career guidance system (CACGS) for their institution or agency. The manual is comprised of nine chapters. Chapters 1 and 2 explore the career planning process and the terminology used in computerized guidance, while chapter 3 combines the terminology and issues raised in chapter 2 into a procedure for evaluating a CACGS. In chapters 4-7 this framework is used for a comparative analysis of four major systems. The four CACGS reviewed in the manual were selected because they illustrate variety and are among the oldest, best researched CACGS in use today. (Other CACGS are mentioned in the appendices.) Chapter 8 provides an explanation of how to integrate the CACGS into the counseling process. Chapter 9 focuses on the future of computerized guidance in an effort to direct the user's thoughts to the improvements and advances desired in future systems. Appendices to the manual are designed for quick reference. Appendix A contains a glossary. Appendix B contains a brief review of the major systems available today, while appendix C describes a condensed procedure for evaluating CACGS. Appendix D lists addresses of persons to contact for assistance in planning a CACGS. (KC)

ED221954 EA015100

Casper, Paul; Roecks, Alan

Evaluating Staff Development Activities with Levels of Use Interviews, or The Sleeper Evaluates Inservice Programs.

Education Service Center Region 20, San Antonio, Tex.

Pub Date Mar 82

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Data Collection; Educational Improvement; Elementary Secondary Education; *Inservice Teacher Education; Interviews; Needs Assessment; Program Effectiveness; Program Evaluation; *Teacher Attitudes; Teacher Participation; *Teacher Workshops

Identifiers-Levels of Use of the Innovation

To increase the value of teacher inservice workshops, the authors of this paper suggest obtaining teacher participation in the selection of workshop topics and interviewing teachers to determine their utilization of the methods presented in the workshops. Noting that participants found fewer than half of 52 selected workshops both necessary and desirable, the authors propose the use of a standard form and personal contacts to learn what teachers want to study. When teachers fail to see the need for workshops deemed necessary by administrators, it may prove more useful to convince the teachers of the need than to schedule a workshop and require uninterested teachers to attend. Application of the "Levels of Use" interview technique can inform administrators of the effectiveness of the inservice programs. In personal interviews with workshop participants, interviewers can collect information concerning the number of teachers implementing the new program, the level of implementation, modifications made in the program, and problems encountered using the program. The interviews also reveal teacher attitudes about the effectiveness of various aspects of the workshops and permit future inservice programs to be altered. Three cases in which this interview technique was employed are described to illustrate the concept's usefulness. (PGD)

ED222029 EC150098

Resource Directory & Access Guide for Allied Health Professionals by the Family Centered Program on Intervention.

Ohio State Univ., Columbus. Herschel W. Nisonger Center.
Spons Agency-Health Resources Administration (DHHS/PHS), Bethesda, Md. Div. of Associated Health Professions.
Pub Date Jun 81
Grant-D12AH00135-08
Note-219p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Accessibility (for Disabled); *Child Advocacy; Developmental Disabilities; *Disabilities; Family Programs; *Legislation; *Organizations (Groups); Publications; *Resource Materials; Services

The manual is intended to help students and professionals in allied health fields find resources for helping disabled students and adults and their families. The first and largest section is a directory of organizations classified according to 15 topics, including advocacy, alcoholism, blindness and visual impairment, child abuse, learning disabilities, state and federal governmental agencies, and mental health and mental retardation. Entries list address, phone number, and a brief description of the organization and its services. Following the organizations directory is an annotated listing of publications (directories, catalogs, pamphlets, and self help guides) in 12 areas, such as accessibility/travel, health care, income support programs,

recreation/camps, and sex education. An access guide focuses on advocacy approaches and procedures, and considers such issues as due process, finding services, and negotiation. A legislative summary concludes the manual with references to major federal laws and regulations affecting the mentally retarded/developmentally disabled population. (CL)

ED222143 HE015567

Blai, Boris, Jr.

Faculty-Ranked Importance in the 1970's of Pay-Promotion Criteria.

Pub Date [82]

Note-12p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty; Employment Practices; *Evaluation Criteria; *Faculty Evaluation; *Faculty Promotion; Higher Education; Personnel Policy; Research; Scholarship; Seniority; *Teacher Attitudes; Teacher Effectiveness; *Teacher Salaries

Identifiers-Public Service

The views of 1,105 faculty members at seven diverse colleges and universities relating to pay-promotion criteria were surveyed. In addition, the parallel-perceptions inquiry enabled comparison of the views of 36 Harcum Junior College faculty and those of 1,069 faculty representing large, medium, and small colleges, both public and private. Findings are as follows: virtually all of the faculty stated that teaching effectiveness should be a major factor in faculty pay-promotion decisions; a majority thought that teaching effectiveness should be more important in pay and promotion matters than they perceived it to be in actual practice; a majority of the Harcum group perceived only seniority to be very important in actual pay-promotion decisions, whereas a majority of the non-Harcum respondents perceived only research and scholarly activity to be very important; a majority of both groups in their preferred and perceived evaluations rated community service as not important as a criterion for a pay-incentive plan; and among Harcum faculty, effectiveness as a teacher was the only criterion about which both the Harcum and non-Harcum faculty felt dissatisfaction, and seniority was the only criterion free from expressed dissatisfaction. Of the five criterion elements considered, four were ranked by the majority as very important for pay-promotion decisions: effectiveness as a teacher; research and scholarly activity; school service; and seniority. A sample questionnaire is appended. (SW)

ED221662 CE032962

Barger, Bill J.

School Store Operation and Control.

Texas Univ., Austin. Center for Occupational Curriculum Development.

Pub Date 81

Note-79p.

Available from-Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock No. 179-C, $6.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Business Administration; *Distributive Education; Entrepreneurship; *Experiential Learning; *Managerial Occupations; *Marketing; Recordkeeping; Secondary Education

Identifiers-*School Stores; *Store Managers

Written to assist the teacher-sponsor responsible for operating a school store, this book offers a system developed specifically for the operation and control of such a store. It also shows ways in which a school store can be used for training students. Chapter 1 discusses a successful school store operated by students and a store record system that teaches marketing and distributive education students store management. Chapter 2 describes forms and procedures that are used daily to gather information needed to operate a school store successfully. These forms include a time sheet, void slip, want slip, cash paid-out ticket, credit sales ticket, and layaway ticket. Chapter 3 explains a system for recording and analyzing information to use for planning and management decisions. Forms are described that are concerned with sales, purchases, expenses, inventories, and financial standing of the store. Blank forms are provided for copying or adaptation for a specific store's needs. (YLB)

ED221719 CE033898

Pribyl, Paul F.

Rope Practices. Fire Service Certification Series. Unit FSCS-FF-5-80.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.
Pub Date 80
Note-18p.; For related documents, see CE 033 897-915.
Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Objectives; Course Descriptions; *Equipment Utilization; *Fire Fighters; *Fire Protection; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; Teaching Guides; Units of Study
Identifiers-Knot Tying; *Ropes; Wisconsin

This training unit on rope practices is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 8-hour unit is to teach the fire fighters how to use rope in various ways. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (LYB)

ED221810 CG016237

Ellsworth, Sharon K.; Demos, George

A Survey of the Self-Concept and Intellect of Girls Who Have Been Victims of Incest.

Pub Date Nov 81

Note-14p.; Paper presented at the Annual Conference of the California Educational Research Association (60th, San Diego, CA, November 19-20, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability; *Child Abuse; Communication Problems; Comparative Analysis; Elementary Secondary Education; Family Problems; *Females; Institutionalized Persons; *Intelligence; Parent Child Relationship; *Self Concept; *Sexuality; *Victims of Crime

Identifiers-*Incest

Research is attempting to examine the causes and effects of incestual child abuse and has discovered more complicated temporary and long-term repercussions than previously suspected. Fifteen subjects in a residential facility participated in a study to examine the self-concept and intellect of girls who had been victims of incest. Their scores on the Tennessee Self Concept Scale and the Wechsler Intelligence Scale for Children (WISC) were compared to the normative sample for the two instruments. Statistically significant differences were found between the incest group and the normative group on the Tennessee Self Concept subscores for general maladjustment, the Psychosis Scale and the Neurosis Scale. The incest group scored significantly lower on the Full Score and Verbal Scores on the WISC. The findings suggest that treatment of children who have been incest victims should include activities to improve their self-concepts. (Author/JAC)

ED221895 CS503970

Stacks, Don W.; Stone, John D.

The Effect of Self-Concept, Self-Disclosure, and Type of Basic Speech Course on Communication Apprehension.

Pub Date Nov 82
Note-20p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students; *Communication Apprehension; Communication Research; *Course Content; *Disclosure; Higher Education; Relationship; *Self Concept; Speech Communication; *Speech Instruction

Approximately 150 college students participated in a study that investigated the effects of self-concept, self-disclosure, and type of basic speech course on communication apprehension. The subjects were drawn from three basic speech course populations at two universities. They had been free to enroll in either a public speaking, interpersonal communication, or small group communication course. All three courses required oral presentations. After the first week of each course, the subjects were administered a communication apprehension instrument and four separate instruments designed to measure self-concept and self-disclosure. Results showed negative correlations between both self-concept and self-disclosure and communication apprehension. Findings indicated also that the type of speech course did not significantly affect apprehension. (FL)

ED221935 EA015022

Brickley, Richard R.

A Report on the Pennsylvania Executive Academy. Interest Survey, 1982-83.

Research and Information Services for Education, King of Prussia, Pa.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of School Improvement.

Pub Date Jul 82

Note-106p.; Appendices B, C, F, and G may reproduce poorly, due to light, broken print of original document.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Administrator Attitudes; Administrator Characteristics; Elementary Secondary Education; *Faculty Development; Institutional Characteristics; *Management Development; *Needs Assessment; Questionnaires; School Districts; State Surveys

Identifiers-*Pennsylvania; *Pennsylvania Department of Educ Executive Academy

A 1982 questionnaire survey of 4,800 Pennsylvania public school administrators sought to determine what topics the Pennsylvania Department of Education (PDE) should present in its "Executive Academy" programs. The Executive Academy was created to help the state's school districts and intermediate units improve their administrative and educational practices. The questionnaire asked respondents to rate each of 42 possible inservice topics on a Likert-type scale of importance; list their top 3 interests; suggest a priority interest not already included; supply data on their district's enrollment, urban or rural location, number of school buildings, and membership in one of the five "waves" of PDE's school improvement project; and provide information on their own position, responsibilities, experience, and previous Executive Academy attendance. The survey's 800 respondents assigned first priority to instructional leadership, budgeting, motivating, personnel development and training, time management, and team building, in that order. Among the priority topics suggested by respondents were curriculum design and computer use in curriculum and administration. The survey findings hold implications about what topics, information, and activities PDE's 1982-83 Executive Academies should present. Lengthy appendices provide more detailed data and copies of the questionnaire and of a related report. (RW)

ED222109 HE015484

Fink, L. Dee

First Year on the Faculty: A Study of 100 Beginning College Teachers.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.; Oklahoma Univ., Norman. Office of Instructional Services.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date 82

Note-224p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Beginning Teachers; *College Faculty; *Faculty College Relationship; Faculty Development; *Faculty Evaluation; Faculty Recruitment; Faculty Workload; Geography Instruction; Higher Education; *Job Satisfaction; Self Evaluation (Individuals); Teacher Attitudes; *Teacher Background; Teacher Characteristics; Teacher Effectiveness; Teaching Experience

The origins, situation, and performance of about 100 college teachers who received their doctorates in geography from 1 of 30 major U.S. universities were investigated. Quantitative and narrative information was obtained from the teachers, colleagues from their departments, and students and through site visits. Three main topics were studied regarding the origins of the new teachers: (1) the extent and rated value of various types of prior developmental experiences as teachers (e.g., teaching experience, education courses, teaching preparation programs); (2) the relationship between these prior experiences and subsequent performance as teachers; and (3) the sorting process (i.e., who went where and why). The situation of the new teachers was examined in relation to the following variables: type of contract (tenure or nontenure track), work load, degree of identification with the institution, ability to find intellectual companionship with colleagues, and social similarity to students. Each of these variables was found to have an effect on both the performance and the professional satisfaction of the new teachers. In regard to new professors' performance, attention was directed to educational goals; teaching prototypes; teaching methods; and evaluations of their teaching by students and colleagues, and by themselves. Consideration is given to the new teachers' reactions to their first year's experiences, their other academic accomplishments, and their plans for the following year. Recommendations are offered for graduate departments, graduate students, departments receiving new faculty members, and beginning college teachers. (Author/SW)

ED221681 CE033687

Steelworker--Gas Welding, 3-24. Military Curriculum Materials for Vocational and Technical Education.

Naval Construction Training Center, Port Hueneme, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 78
Note-364p.
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Behavioral Objectives; Blueprints; Course Descriptions; Curriculum Guides; Learning Activities; Lesson Plans; *Metal Working; Postsecondary Education; Secondary Education; Skilled Occupations; Textbooks; *Trade and Industrial Education; *Welding
Identifiers-*Brazing; Military Curriculum Project; *Soldering

This teacher guide, student materials, and text for a secondary-postsecondary level course for steelworker gas welding and cutting comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the course is to provide students with competency in blueprint reading, welding, brazing, and soldering. Some previous experience with welding and cutting is required before enrollment is permitted. The course contains 56 hours of classroom and shop instruction divided into three phases: (1) blueprint reading, welding electrodes, rods, welding aids, annealing, hardening, and tempering; (2) gas welding pipe (vertical and horizontal positions), general brazing, and soldering; and (3) silver brazing. The instructor guide provides an introduction to the course; outline of instruction; outline of training activities; and lists of texts, references, tools, equipment, material, training aids, training aids equipment, and master schedule. The outline of instruction contains the lesson plan along with teacher and student activities. Student job sheets and information sheets are provided. Text materials cover blueprint reading, layout and fabrication, and soldering. Six military manuals, one commercial text, and three films are suggested as texts, references, or support material. (YLB)

ED221740 CE033927

Hunt, C. L.

Manufacturing Management Systems--User Training.

Honeywell, Inc., Minneapolis, Minn.

Pub Date Jun 82

Note-14p.; Paper presented at the Mid-America Conference on Competency Based Education and Training (St. Paul, MN, June 8, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Competency Based Education; *Industrial Training; *Inservice Education; *Management Development; Management Systems; *Manufacturing Industry; *Program Effectiveness

The Production Control Training Program is a competency-based management training program currently in operation at the Defense Systems Division of Honeywell, Incorporated. Designed with the needs of the adult learner in mind, the program involves pretests and meetings between supervisors and individual staff members to identify individualized training profiles. This assessment process has resulted in a program of workshops that is responsive to trainees' individual training needs, schedule constraints, and learning styles. As a result of the training program, the following improvements have been noted: paper work reductions, reductions in over-ordered material, improved record accuracy, and improved scheduling. These results have been achieved with a training program that costs 30 to 40 percent less than would a more traditional program. (MN)

ED221762 CE034183

Hill, Pamela

Lubrication System 1. Check and Change the Engine Oil. Student Manual. Small Engine Repair Series. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date 81
Note-32p.; For related documents see ED 146 392 and CE 034 181-188.
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Check Lists; *Disabilities; *Engines; *Equipment Utilization; Industrial Arts; Instructional Materials; Job Skills; *Lubricants; Rating Scales; *Repair; Secondary Education; Trade and Industrial Education
Identifiers-Lubrication Systems; *Oil Changes; *Small Engine Mechanics

This student manual on checking and changing the engine oil is the second of three in an instructional package on the lubrication system in the Small Engine Repair Series for handicapped students. The stated purpose for the booklet is to help students learn what tools and equipment to use and all the steps of the job. Informative material and photographs are provided on tools and equipment for checking and changing the engine oil and steps in the process. A rating scale and chart are included for evaluation of student progress. (YLB)

ED221786 CG016212

Shattering Female Sex Role Stereotypes.
Wisconsin Clearinghouse for Alcohol and Other Drug Information, Madison.
Pub Date 80

Note-43p.; Adapted from "Shattering Sex Role Stereotypes...Foundations for Growth" by Dorothy Kinzey. Reprinted with permission from Alcohol, Drug Abuse, and Mental Health Administration.
Available from-Wisconsin Clearinghouse, 1954 E. Washington Ave., Madison, WI 53704.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Androgyny; Battered Women; *Bias; Counseling Techniques; Drug Abuse; *Females; *Feminism; Mental Health; Psychology; *Sex Role; *Sex Stereotypes

This booklet, designed to sensitize people to important issues that are a result of sex role stereotyping, advocates more flexible sex roles which are appropriate to the situation. Traditional and new views of the psychology of sex roles are contrasted, and sex role stereotyping is discussed. Implications of the women's liberation movement for psychotherapy are discussed. The report also reviews drug abuse among women, alcoholism, and sexuality, and discusses the role of sex role conditioning in family violence and the plight of the battered wife. The possibility for change in the male sex role and an annotated reading list conclude the document. (JAC)

ED221832 CS006824

Carpenter, Patricia A.

Cognitive Processes in Reading Comprehension. Final Report.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Sep 82

Grant-NIE-G-79-0119

Note-42p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes; *Context Clues; *Eye Fixations; *Language Processing; *Learning Theories; Models; Prior Learning; *Reading Comprehension; Reading Instruction; Reading Research; Schemata (Cognition); Simulation; Teaching Methods

Identifiers-Prose Learning; *Reader Text Relationship

Part of a research project designed to develop a theory of the cognitive processes involved in skilled reading by the analysis of the location and duration of eye fixations, this paper concentrates on how eye fixations can be used to determine when encoding, lexical access, parsing, and integration processes are executed and how they are affected by various features of text. The paper first discusses the immediacy assumption, which holds that a reader tries to interpret each word of a text immediately upon encountering it, and the eye-mind assumption, which posits that the reader continues to fixate a word until all the cognitive processes initiated by that word have been completed to some criterion. It then reviews several global features of eye fixations in reading that provide support for these assumptions, noting that several run counter to common conceptions of reading. The paper next describes a general model of language comprehension based on a computer simulation that was developed both to formalize models of specific processes and to make the processes function collaboratively in an interactive system. This discussion is followed by a review of research on specific comprehension processes and an evaluation of the model. (FL)

ED221852 CS006854

Shenkman, Harriet

Putting Reading in Context: Pre- and Postreading Strategies for Improving Comprehension.

Pub Date Mar 82

Note-15p.; Paper presented at the Meeting of the North Carolina Council of the International Reading Association (Charlotte, NC, March 7-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes; *Content Area Reading; *Prior Learning; *Reading Comprehension; *Reading Instruction; *Schemata (Cognition); Secondary Education; *Teaching Methods

Identifiers-*Reading Strategies

Prereading teaching strategies that help students connect schemata in their head with the information on the page are important components of reading instruction. Three prereading strategies that serve the purpose of stimulating linking activity are posing related questions, presenting reaction statements, and introducing concept stimuli. Related questions attempt to draw upon the experiences of the readers and to activate in their heads those schemata into which the major ideas in a reading selection may be integrated. Reaction statements are provocative statements related to the major concepts in the reading material that may be written on the chalkboard before the selection is read. By using stimulus association, the teacher provides a stimulus word or phrase which is chosen to reflect a major concept in the reading selection. Students are then asked to think of as many associations as they can. Moving students toward independence can be accomplished by showing them how to use the text itself to generate prior knowledge. By showing students how to integrate new information into existing schemata, teachers can help them become aware of the cognitive processes involved in reading. If there are no schemata relevant to the concepts in the text existing in the reader's head, then comprehension is impossible, and it should be concluded that the reading material is inappropriate for that particular reader. Or, content area teachers can help students construct a new schema through semantic mapping. The student who has established a relevant schema has some basis for linking new input with prior knowledge. (HOD)

ED221975 EC150042

Rutherford, Robert B., Jr., Ed.; And Others

Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders. Summer, 1980.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.; Arizona State Univ., Tempe, Dept. of Special Education.; Council for Children with Behavioral Disorders.; Teacher Educators for Children with Behavioral Disorders.

Pub Date 80

Note-219p.; Papers presented at the Annual Conference on Severe Behavior Disorders of Children and Youth (3rd, Tempe, AZ, November 15-17, 1979).

Available from-The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($5.00, $4.50 with purchase of 10 or more; make check payable to Council for Children with Behavioral Disorders Publications , Publication No. 220).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement; Autism; Behavior Patterns; Contingency Management; *Delinquency; *Emotional Disturbances; Secondary Education; Self Concept; Self Control; Self Mutilation; Student Placement; *Teacher Education

The monograph on severe behavior disorders of children and youth presents 23 papers on juvenile delinquency, behavior disorders at the secondary level, and self control instruction. Some of the papers included are: "A Comparison of Varied Teacher-to-Child Ratio on the Adaptive and Attending Behaviors of Two Autistic Children" (M. Zener, et al.); "Elimination of Self-Injurious Behavior in an Autistic Child through the Use of Towel Screening" (K. McCoy, M. Marietti); "Achievement Gains of Children Hospitalized for Behavior Disorders" (S. Forness, et al.); "The Individualized Education Program Process: Perspectives of Parents of Severely Behaviorally Disordered Children" (E. Edgar, R. Rutherford, Jr.); "The Relationship of Five Affective Variables with Regard to Inner-City Juvenile Delinquents, Inner-City Non-Delinquents, and a National Norm Group: Implications for School Curriculum and Placement" (P. Zionts); "The Contemporary Adolescent Delinquent: Intellectual or Impulsive?" (T. Reilly, et al.); "Self-Concept of Aggressive Youth: Research Implications" (R. Fritsch, D. Lutkemeier); "Trends in Definitions for Emotionally Handicapped and/or Learning Disabled Adolescents" (D. Wells, et al.); "The Least Restrictive Environment for Adolescents with Severe Behaviors: Putting the Pieces Together" (E. Guetzloe); "Behaviorally Disordered Adolescents as Academic Change Agents" (R. Gable, M. Kerr); "An Analysis of the Effects of Various Instructional Procedures on the Oral Reading Performance of High School Special Education Students" (L. Polsgrove, et al.); "Mainstreaming Behaviorally Disordered Children through Teacher Consultation" (C. Nelson, K. Stevens); "A Simplified Contingency System for Establishing and Maintaining Classroom Control in Students Labeled Emotionally or Socially Maladjusted" (C. Van Nagel, et al.); "Review of Self-Control Research with Behaviorally Disordered and Mentally Retarded Children" (R. Rueda, et al.); and "Treatment of Behavior Disorders among Intellectually Gifted Youngsters: Case Studies with a Family-Centered Approach" (S. Cohn, P. Finlay). (CL)

ED221994 EC150062

Derr, Alice M.

Facilitating the Development of Moral Judgment Reasoning Skills in Learning Disabled Children and Adolescents.

Pub Date 82

Note-28p.; Paper presented at the Annual International Conference of the Association for Children with Learning Disabilities (Chicago, IL, March 3-6, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents; Children; *Learning Disabilities; *Moral Development; *Role Playing; Teaching Methods

Identifiers-Kohlberg (Lawrence)

The paper examines the development of moral judgment in learning disabled children and adolescents and proposes three teaching strategies to encourage higher level moral reasoning: (1) moral dilemma discussions, (2) use of the consequence grid, and (3) role playing. The six stages of moral development proposed by L. Kohlberg are explained. Research on the moral development of learning disabled adolescents shows a tendency toward a constricted, egocentric, social perspective. The key to mature moral reasoning is seen to be the development of a comprehensive social perspective. The use of moral dilemma discussions are considered in terms of definition, purpose, selection of a moral dilemma, getting ready for the discussion, and procedure (such as presenting the dilemma, organizing a small group discussion, and guiding a whole class discussion). The consequence grid is suggested as an instructional aid to analysis of moral dilemma by examining matrix components. The grid charts consequences for each person against various alternative actions. It is suggested that the third recommended strategy, role playing, be started with roles and consequences initially predetermined followed by gradually decreasing structure. Adaptations to enhance role playing include the aside (having the character think aloud), the double (having another student speak for the character being played), and the role reversal (having characters exchange roles). (DB)

ED222049 FL013215

Crain, Stephen

Temporal Terms: Mastery by Age Five.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date 82
Note-7p.; In its: Papers and Reports on Child Language Development, Number 21, p33-38.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Language; *Comprehension; *Grammar; *Language Acquisition; Linguistic Competence; Preschool Children; *Time; Verbal Development

Three experiments on the comprehension and acquisition of temporal terms are described. Methodological innovations were applied to control for possible methodological effects on children's performance. Each experiment involved 24 children aged 3 to 5. In the first experiment, subjects manipulated toys in response to instructions containing the words "before" or "after." Due to methodological adjustments, the children displayed unprecedented understanding of the temporal terms. The second study used a game against a clock to determine the acquisition order of "before" and "while/when." In response to experimenters' questions, the younger children preferred to use the concept of simultaneity while the older children preferred the concept of precedence. The results also demonstrated that most children have mastered the temporal term "before" by age five. The third experiment demonstrated that most children acquired the term "after" by age five. The results provide evidence of early mastery of both comprehension and production of temporal terms and support for learnability theory and the innateness hypothesis of language acquisition. (RW)

ED222070 FL013236

Wilkins, Wynona H.; Boswau, Herbert H.

The Interdisciplinary Mini-Course: Instructional Development for Language Classes.

Pub Date 82

Note-9p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Louisville, KY, April 22-24, 1982). In: ESL and the Foreign Language Teacher.

Available from-Not available separately; see FL 013 228.

Document Not Available from EDRS.

Descriptors-Biographies; College Credits; College Curriculum; Cultural Background; *Cultural Education; Fine Arts; Foreign Countries; *Foreign Culture; Foreign Language Books; *French; *German; German Literature; Higher Education; History; Immigrants; *Interdisciplinary Approach; Literature; *Minicourses; Second Language Learning

Identifiers-Austria; Germany; Joan of Arc; University of North Dakota

Curricula for interdisciplinary courses that enable second language classes to employ the arts are proposed. At the University of North Dakota, mini-courses provide one-semester credit and are given for 2 hours 1 day a week over a period of 8 weeks. Some of the courses are cross-listed with other departments. Two of these courses, Joan of Arc and German Heritage in America, are discussed in detail, showing how the mini-course can be adapted to different kinds of subject matter and resources. The study of Joan of Arc is especially suited to an interdisciplinary minicourse because of the many facets involved: history, literature, music, cinema and theater, visual arts, and theology and psychology. Students review different versions of the study of Joan of Arc; places and people associated with the story; political and economic conditions in France; and literature, music, and drama portraying her story. French majors may read materials about her life in the French version. The German heritage course is limited in scope to German-speaking immigrants to North America. Attention is directed to the origin of the immigrants, time and place of arrival and settlement, their numbers and relation to similar groups, their impact on American life, their diversity, and the contributions of a number of prominent individuals. This mini-course has appealed to a cross section of students, many of whom have family ties to German-speaking immigrants. Some students have found the course a complement to required coursework in German. These offerings have provided students exposure to multicultural subjects that they might not otherwise have studied. (SW)

ED222092 FL013306

Wald, Benji

Discussion of Kachru's Paper, "On the Role of the Vernacular in the Bilingual's Linguistic Repertoire."

National Center for Bilingual Research, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Nov 80
Note-21p.; Presented at the Symposium on Vernacular/Standard Relations in Bilingualism (Wingspread, WI, November, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingualism; *Code Switching (Language); Dialect Studies; Language Research; Literature Reviews; *Native Speakers; Regional Dialects; *Standard Spoken Usage; Swahili

The paper being reviewed puts the vernacular in the perspective of the linguistic repertoire of a speech community. It is suggested that the repertoire as a single system should be seen on a societal or individual level rather than on a linguistic level such that various codes are selected by members of the community according to socially determined rules of appropriateness. Labov's work suggests that for purposes of comparing different communities, whether bilingual or monolingual, the term "vernacular" should be restricted to a technical usage, applying only to the first-learned spoken languages of a group of speakers. Research on native New Yorkers' speech, comparative studies of children's speech in Philadelphia and New York, and Benji Wald's own work on the phonology of Swahili are offered to back up the critique. This approach to the vernacular avoids the problem of variability in judgment as to what is the vernacular. A second critique centers on Kachru's discussion of code-mixing. Instead of asking when there would be a new code, as Kachru does, the critique would ask when do we know we have a code in the first place. In addition to Kachru's call for a typology of constraints found across codes, the critique would add an appeal for a typology of constraints to distinguish code-mixing or switching in different multilingual communities. (AMH)

ED222126 HE015533

Mater, Jean; And Others

Report on Graduate Education in Oregon.

Oregon State Board of Higher Education, Eugene.
Report No-78-009A
Pub Date 20 Mar 78
Note-88p.; Prepared by the Citizens Advisory Committee on Graduate Education, appointed by the Oregon State Board of Higher Education.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Access to Education; Advisory Committees; Comparative Analysis; Doctoral Degrees; *Educational Assessment; Education Work Relationship; Employment Opportunities; *Graduate Study; Higher Education; In State Students; Labor Market; Masters Degrees; *Needs Assessment; Out of State Students; Private Colleges; Program Costs; *State Boards of Education; *State Colleges; State Surveys
Identifiers-*Blue Ribbon Commissions; *Oregon; Program Duplication

A Citizens Advisory Committee--a blue ribbon commission--reviewed graduate education in the Oregon State System of Higher Education, focusing on the priorities, needs, and resources of the state. With respect to employment and research needs of Oregon and the nation as justification for graduate programs in Oregon, conclusions include the following: graduate programs in the state system are helping to meet the research and employment needs of Oregon and the nation and federal funding of state system graduate programs has greatly contributed to the development and quality of programs needed in Oregon. Advanced degree programs have been selectively developed to capitalize upon the special strengths of the several institutions and to meet state needs. For example, graduate programs in teacher education have been developed in the three state colleges and the three universities. Basic assumptions that guide the Oregon State Board of Higher Education in its decisions regarding graduate programs and criteria for evaluating proposed new graduate programs are identified. Attention is also directed to: access by in-state and out-of-state residents to Oregon graduate programs, including those in private colleges; overlay and duplication of graduate study in state institutions; comparative costs of graduate progrms; and plans to adjust graduate programs to declining enrollments and resources. Appendices include a "Budget Note on Graduate Education" and information on: program duplication; actual and projected public school teaching staff in Oregon; agencies active in forecasting doctoral supply/demand projections; resident Oregon labor force; and graduate degrees awarded by state and private Oregon colleges. (SW)

ED222200 JC820284

Scigliano, Virginia; Scigliano, John A.

Strategies for Reorganization in Allied Health and Nursing Programs: The Endless Metamorphosis.

Pub Date [81]

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Organization; Administrative Problems; *Allied Health Occupations; *Centralization; College Planning; Community Colleges; *Decentralization; *Organizational Change; *Program Administration; Two Year Colleges

Four alternative organizational structures are discussed with regard to their applicability to the reorganization of community college allied health programs. After introductory material noting the complexities, multiple interfaces, and high costs that make allied health and nursing programs prime targets for reorganization, the four models of organization are discussed: centralized, modified centralized, collegial, and decentralized. Each model is evaluated in terms of its acceptance by personnel; validity of its objectives for the program; start-up costs; and resources required for implementation and long-term success. Examples are provided of community college allied health programs using these organizational structures, and the advantages and disadvantages of each model are set forth. Administrative issues in planning for reorganization are noted, including what functions are to be centralized, where they can be put in operation, and who will manage these functions. College operations best accomplished through centralized and collegial or shared-power structures are identified, and the issue of the policy-making role of allied health professionals is explored. Finally, suggestions for implementing a reorganization are provided, stressing the importance of specifying objectives, centralizing appropriate functions, involving staff in decision making, effecting changes slowly, and seeking a variety of viewpoints. (KL)

ED221874 CS207210

Giorgetti, Dala, Ed.; Bonardi, Carlo, Ed.

Prima di Pinocchio--Libri tra due Secoli: Libri per bambini e ragazzi nel monda tra il 1781 e il 1881 (Before Pinocchio--Books between Two Centuries: Books for Infants and Children of the World from 1781 to 1881).

Ministry of Public Instruction, Florence (Italy).
Report No-ISBN-88-00-87700-1
Pub Date Apr 82
Note-148p.
Available from-Biblioteca di Documentazione Pedagogica, Palazzo Gerini, via Buonarroti 10, 50122 Firenze, Italy (12,000 lire, paper).

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies; *Childrens Literature; *Eighteenth Century Literature; Global Approach; Intellectual History; Literary History; *Nineteenth Century Literature; Social History; *World Literature

Produced on the hundredth anniversary of "Pinocchio" in an attempt to draw a comparison of the books for children and young people produced between the end of the eighteenth and the end of the nineteenth centuries in various countries, this catalog, primarily in Italian, begins with a bilingual (Italian and English) discussion of children's literature before "Pinocchio" and proceeds to list books produced between 1781 and 1881 by country. Each section begins with an essay on examples of children's literature of that country, dealing with their origins and, more specifically, with details of the period from the end of the eighteenth to the end of the nineteenth century. The assemblage of books is not exhaustive but intends to display a representative panorama--more or less crowded according to the country--of the cultural climate in the historical period considered. The countries represented include Belgium, Bulgaria, Czechoslovakia, Denmark, Finland, France, Germany, Japan, Great Britain, Italy, Yugoslavia, Holland, Norway, Poland, Rumania, Spain, Sweden, Switzerland, Hungary, Russia (USSR), and the United States. (HOD)

ED221916 EA014966

Coy, Stanley Curtis

Discipline: There Are Alternatives! A Handbook for Elementary Teachers and Principals.

Report No-ISBN-0-932970-14-1
Pub Date 80
Note-107p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavior Modification; *Classroom Techniques; Corporal Punishment; *Discipline; *Discipline Policy; *Discipline Problems; Educational Environment; Elementary Secondary Education; Inservice Teacher Education; Student Behavior; Student Rights; Suspension; Teacher Behavior; Teacher Role

The 15 chapters of this handbook for teachers and administrators draw together the results of discipline research and a number of successful programs and policies from around the country. Chapter 1 considers curriculum deficiencies, family problems, and diet as causes of disruptive behavior. The second chapter describes the characteristics of disruptive youth and suggests a method for assessing student disruptiveness. Chapter 3 presents a series of overlays used in an inservice program for developing good disciplinary practices in teachers. The teacher's responsibility to set a good example is noted in chapter 4. Several approaches to classroom management are covered in chapter 5. Chapters 6 and 7 treat behavior modification and student behavior contracts. The value of eye contact is emphasized in chapter 8. The 9th and 10th chapters cover detention and suspension. A system of merits and demerits is proposed in the next chapter. Disciplining the angry child is pondered in chapter 12. Chapter 13 deals with corporal punishment. Chapter 14 contemplates the relationship between school climate and discipline. Chapter 15 recommends synthesizing a discipline policy appropriate to the individual situation from the handbook's alternatives and reviews the "Child's Bill of Rights." The bibliography cites 34 sources. (PGD)

ED221955 EA015101

Roecks, Alan L.

Managing a Regional Education Service Agency Evaluation Unit.

Education Service Center Region 20, San Antonio, Tex.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982) during a symposium on "Managing an Evaluation Unit". Appendix A may not reproduce due to broken and small print of original document.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies; Educational Administration; Elementary Secondary Education; Evaluation Methods; Evaluation Needs; *Evaluators; *Intermediate Administrative Units; Politics; Resource Allocation; Staff Role

Identifiers-*Education Service Center Region 20 TX

The Evaluation Office of the Region 20 Education Service Center, which serves 50 school districts in the San Antonio (Texas) area, is delineated in this report. The introduction describes the location, size, and budget of the agency as well as the structure and funding of the evaluation office. The first chapter notes the region's future needs for evaluation of microcomputer software and computer-related educational programs and of the cost effectiveness of other educational program options. Chapter 2 covers Region 20's allocation of resources, which involves using an hourly rate for figuring evaluation support. The evaluation office's interaction with its political environment is treated in chapter 3. The fourth chapter discusses the administrative and program evaluation strategies employed by Region 20 to promote the use of evaluation. The final chapter concerns the evaluation office's personnel requirements at the administrative and support levels and comments that computer literacy is increasingly required of personnel. (PGD)

ED222030 EC150099

Parnicky, Joseph J., Ed.

Proceedings of the National Conference on the Social Content of Interdisciplinary Core Curricula in University Affiliated Programs (Columbus, Ohio, July 14-17, 1980).

Ohio State Univ., Columbus. Herschel W. Nisonger Center.

Spons Agency-Bureau of Community Health Services (DHHS/HSA), Washington, DC. Office for Maternal and Child Health.

Pub Date Jul 80

Note-66p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Core Curriculum; *Course Content; *Curriculum Development; *Disabilities; History; *Interdisciplinary Approach; Minority Groups; Professional Education; *Social Work

Identifiers-*University Affiliated Facilities

Five papers are presented from a 1980 conference on the role of social work in the core curriculum of University Affiliated Facilities (UAFs), centers designed to train practitioners in working with handicapped students. F. Cyphert ("Some Personal Observations") suggests approaches to the development of a core curriculum and notes the importance of both early exposure to interdisciplinary practices and field experiences. In "A Prescribed Mandate," R. Hormuth reviews the history of the interdisciplinary approach and discusses the beginnings of the UAF movement. A. Carten considers the needs in a core curriculum to address issues facing minority handicapped students and their families ("An Issue within A Pluralistic Society"). Areas of social work content relevant to a core curriculum are identified in "A Responsibility of a Center" by B. Borland. In the final paper, "A Multi-Dimensional Framework," J. Parnicky presents a model with components of prevention (primary, secondary, and tertiary); humanism (life saving, life sustaining, and life enhancing); and social systems (person, family, and society). (CL)

ED222144 HE015571

Wilson, Robert A., Ed.

Responses to Fiscal Stress in Higher Education.

Arizona Univ., Tucson. Center for the Study of Higher Education.

Spons Agency-Education Commission of the States, Denver, Colo.; National Association of Coll. and Univ. Business Officers, Washington, D.C.; National Center for Higher Education Management Systems, Boulder, Colo.; State Higher Education Executive Officers Association.

Pub Date Jun 82

Note-181p.; Proceedings of the annual national conference on higher education funding hosted by the University of Arizona (7th, Tucson, AZ, 1981).

Available from-Center for the Study of Higher Education, University of Arizona, 1415 North Fremont Avenue, Tucson, AZ 85719.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Budgeting; Case Studies; College Faculty; College Planning; College Role; Decision Making; Employment Practices; Enrollment Trends; *Federal Aid; *Federal State Relationship; *Financial Policy; Financial Problems; Government School Relationship; *Higher Education; Personnel Policy; Problem Solving; Public Policy; Resource Allocation; *Retrenchment; State Government; *Student Financial Aid; Tuition

Identifiers-Idaho; Program Discontinuance; Reagan (Ronald); State University of New York Albany

Proceedings of the 1981 University of Arizona conference on responses to fiscal stress in higher education are presented. Topics include the impact of the federal government on higher education, state and institutional responses to new federal policies, developing responses to fiscal stress, alternate perspectives on fiscal stress, and tactical responses to fiscal stress. Papers and authors include the following: "Reagan Administration Policy Statement on Higher Education Finance" (Gary Jones); "State Responses to New Federal Policies" (Clyde R. Ingle); "Institutional Responses to New Federal Policies" (E. W. Doty); "The SUNY-Albany Experience" (Robert C. Shirley); "The Concept of Short-Run Decision Making" (Lyman A. Glenny); "The Idaho Experience" (David L. McKinney); "Responses to Fiscal Stress: Contrasting Higher Education and the Private Sector" (Kim S. Cameron); "On the Uses of Adversity in Higher Education" (Aaron Wildavsky); "A Changing Environment for Students and Families" (Melvin D. Orwig and Robert J. Rustad); "Capital Renewal in the 1980's: A State Perspective" (Brenda N. Albright); "Campus Renewal in the 1980's: The New Voyage of the Beagle" (Clinton N. Hewitt); "Tuition Pricing Policies and Their Effect on Institutions: Revenues, Students and Mission" (William Hyde); "Legal and Political Aspects of Program Closure" (Stephen R. Hample); "Coping with the Dynamic Duo of the 1980's" (Joseph Cox); "Retrenchment: Faculty and Staff Policies" (C. Keith Groty); and "Financing Community College Missions in an Era of Scarce Resources" (Richard C. Richardson, Jr.). Abstracts of related research papers, including practitioners' and researchers' award papers by Stephen Campbell, Frederick M. Biedenweg and Robert E. Hutson, and Raymond L. Siren, are included. (SW)

ED222160 HE015672

Johnson, Janet Rogers-Clarke

Perceptions of Factors Affecting the Relative Effectiveness of Temporary Blue Ribbon State Commissions.

Pub Date Jun 82

Note-220p.; Ph.D. Dissertation, University of Denver. For related documents (Blue Ribbon Commission reports reviewed in this dissertation) see ED 011 761, ED 041 468, ED 060 810, ED 090 859, ED 095 785, ED 097 815, ED 125 471, ED 129 161-165, ED 138 163, ED 138 299, ED 148 195, ED 169 823, ED 176 809, HE 015 529-534, HE 015 537, HE 015 540-541, HE 015 543-549, HE 015 551-553, HE 015 811

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Advisory Committees; Agency Role; Attitudes; Case Studies; *College Planning; Educational Assessment; *Educational Change; Educational History; Government Role; Government School Relationship; Higher Education; *Needs Assessment; *Organizational Effectiveness; Participant Satisfaction; Staff Role; State Government; *Statewide Planning

Identifiers-*Blue Ribbon Commissions; Maryland; New York

Elements in the composition and process of higher education blue ribbon commissions that influence their effectiveness were studied. Blue ribbon commissions, which have been used as one type of statewide planning strategy, are defined here as commissions with (1) a predetermined life span; (2) authority established by the legislature and/or the executive branch of government; (3) members from a variety of backgrounds; (4) staff and funds; and (5) a charge to investigate and/or recommend changes in postsecondary education structures, functions, origins, or processes. It is noted that the Rosenberg Commission in Maryland led to major restructuring of the educational system in the state, while the Wessell Commission's report in New York appears to have been largely unimplemented; these two are analyzed in depth. The study period was 1965-1979, a time during which rapid change occurred in postsecondary education. A secondary study objective was to broaden the base of information on all state blue ribbon commissions instituted since 1965. Final commission reports were gathered from state higher education executive officers across the country. The charges to each commission were compared with the final recommendations of the commission, and the set of final recommendations were compared with subsequent authorizing legislation. Additionally, the perceptions of persons involved with the commission and/or affected by its results were analyzed. Six hypotheses regarding blue ribbon commissions are also evaluated. An overview of statewide planning and coordination and a state-of-the-art review of blue ribbon commissions utilized during 1965-1979 are also presented. A bibliography, questionnaire, responses by commission to open-ended questions, and notes on the study methodology are appended, as is the letter of request to state higher education officers for information on blue ribbon commissions. (SW)

ED222180 IR010413

Mikan, Kathleen

Learning Resources Center Conference: Proceedings and Evaluation.

National Library of Medicine, Bethesda, MD. National Medical Audiovisual Center.

Spons Agency-National Medical Audiovisual Center of the National Library of Medicine, Atlanta, Ga.

Pub Date 80

Note-139p.; The proceedings of the Learning Resources Centers (LRC) Conference hosted by the University of Alabama School of Nursing (Birmingham, AL, December 1978).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Audiovisual Instruction; *Educational Facilities Planning; *Educational Media; Facility Case Studies; *Facility Utilization Research; Higher Education; *Learning Resources Centers; *Nursing Education; Questionnaires; Surveys

Identifiers-*Nursing Schools

This report includes both a collection of 16 papers presented at a national conference on learning resource centers (LRC's) in nursing schools and the results of a survey of participants conducted to evaluate the impact of the conference. Designed to increase the participants' knowledge and awareness of how they might better utilize an LRC to support their nursing education programs, the conference focused on management of LRC's. Topics covered by speakers include the past, present, and future of LRC's; organization components and structural models; creating functional LRC's; getting faculty involved with two case studies; facility planning and design; integrating the LRC with school curriculum; management and operations; evaluation of cost and learning effectiveness; and performance testing in a learning skills lab. Three papers summarize research studies: (1) a survey of innovative programs; (2) an analysis of LRC's as a function of the director's academic qualifications and the center's administrative, fiscal, and organizational structure; and (3) a classification scheme of questions asked by nursing students in self-instructional learning environments. The report also details the findings of a survey of conference attendees, which evaluates both short- and long-term conference impact and describes characteristics of participants and their LRC's. Appendices include the questionnaires used and a summary of conference participants by geographic area. (LMM)

ED221663 CE032963

Maul, Chuck

Radio and Television Repairer Fundamentals. Student's Manual.

Texas Univ., Austin. Center for Occupational Curriculum Development.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 81

Note-140p.

Available from-Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock No. IE-224-S, $16.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; Electricity; Individualized Instruction; Instructional Materials; Occupational Information; *Radio; Repair; *Safety; Service Workers; *Television; *Television Radio Repairers; *Trade and Industrial Education

This self-contained student manual on fundamentals of radio and television repair is designed to help trade and industrial students relate work experience on the job to information studied at school. Designed for individualized instruction under the supervision of a coordinator or instructor, the manual has 9 sections, each containing 2 to 10 assignments. Each assignment follows this format: objectives that tell what the student is to learn from the assignment, information, and exercises to help the learner master the objectives. The first assignment is about how to use the manual. Topics covered in the other assignments include occupational outlook for radio and television service technicians, safety, basic electrical terms and symbols, operation of volt-ohm-milliammeter (VOM), vacuum tubes and semiconductors, basic radio, and basic television. (YLB)

ED221701 CE033830

Harrington, Fred; And Others

Prevocational Exploration Guidance. Competency Based Curriculum.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date Jan 82

Note-286p.

Available from-Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Behavioral Objectives; Career Choice; *Career Exploration; Career Guidance; Communication Skills; Competence; *Competency Based Education; Decision Making Skills; Educational Needs; Educational Resources; Employment Interviews; Employment Potential; Evaluation Methods; Grade 9; Grade 10; High Schools; Job Application; Job Skills; Learning Activities; Lesson Plans; Occupational Information; *Prevocational Education; Self Evaluation (Individuals); State Curriculum Guides; Teaching Methods; *Units of Study; Values Clarification; Vocational Aptitude; Vocational Education

Identifiers-*West Virginia

This competency-based curriculum for prevocational exploration in West Virginia provides experiences at grades 9 and 10 related to exploring careers and educational programs for those careers. The guidance units are designed to assist the counselor in providing activities that relate to ongoing hands-on activities in prevocational business, environmental, industrial, and service exploration laboratories. The curriculum is organized into two sections and divided into 24 units covering the following topics: Dictionary of Occupational Titles; personal characteristics inventory; job interviews; driver's license and Social Security applications; resumes; employment applications; job openings; occupational choices; vocational and educational choices; occupational choices and personal satisfaction; non-verbal communication; written and oral communication skills; career options as related to lifestyles; education for chosen occupations; components of a career; goals; personality and values; aptitude and interests; information sources about occupations; type of work activities; interpersonal relations; working conditions and physical demands; and decision making. Each unit contains a task, a competency, suggested resources, notes to the teacher, learning objectives, evaluation procedures, information sheets, and work sheets. (KC)

ED221720 CE033899

Pribyl, Paul F.

Fire Service Certification Series. General/Orientation. Unit FSCS-FF-1-80.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 80

Note-58p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Objectives; Course Descriptions; *Equipment; *Fire Fighters; *Fire Science Education; History; *Investigations; Learning Activities; Lesson Plans; *Orientation; Postsecondary Education; Teaching Guides; Units of Study

Identifiers-Wisconsin

This training unit on general information/orientation is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 8-hour unit is to familiarize fire fighters with the members of their class, the course, the facilities to be used, what will be expected of them, and what they can expect from the training agency. Other areas covered are history, traditions and organization of the fire service, and apparatus familiarization. An instructor's guide sheet provides this information:

introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (Because of the wide scope of materials covered, this unit contains three lesson plans: orientation, history, traditions, and organization of the fire service; apparatus familiarization; and fire investigation.) (YLB)

Bertagnoli, Cliff
Alternative Funding Resources Manual for Drug Abuse and Alcohol Treatment and Rehabilitation Programs.
Wisconsin Clearinghouse for Alcohol and Other Drug Information, Madison.; Wisconsin State Dept. of Health and Social Services, Madison.
Pub Date 80
Note-132p.; Pages 106-109 are of marginal legibility.
Available from-Wisconsin Clearinghouse, 1954 E. Washington Ave., Madison, WI 53704.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alcohol Education; Delivery Systems; *Drug Abuse; Eligibility; Financial Policy; *Financial Support; *Health Insurance; Program Administration; *Rehabilitation Programs; *Social Services
Identifiers-*Third Party Reimbursements

The purpose of this manual is to guide and assist alcohol and other drug abuse treatment programs to maximize cost recovery from third party reimbursements. It is intended to be a guide for planning and decision making rather than a resource manual. The text is based on the experiences of agencies in six states participating in a demonstration project designed to identify problems in developing and implementing third party payment systems. Key issues such as client and provider eligibility and services are covered. Third party payment mechanisms are described, including medicaid, supplementary security income, and health insurance. Other topics include confidentiality, administrative and financial management of treatment and rehabilitation programs, record keeping, collection procedures, and cost-finding procedures. Sample billing forms are also included. (JAC)

ED221811 CG016238

Gaines, Margie; And Others

Emotion Recognition Ability: A Multimethod-Multitrait Study.

Pub Date 9 Apr 82
Note-10p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Measures; College Students; Comparative Analysis; Higher Education; *Perception Tests; Psychological Patterns; Research Methodology; Social Cognition; *Test Validity; *Visual Perception
Identifiers-*Emotions; *Facial Expressions

A common paradigm in measuring the ability to recognize facial expressions of emotion is to present photographs of facial expressions and to ask subjects to identify the emotion. The Affect Blend Test (ABT) uses this method of assessment and is scored for accuracy on specific affects as well as total accuracy. Another method of measuring affect recognition is the one used in the 20 face-alone items of the Profile of Nonverbal Sensitivity (PONS). Each videotape item, lasting 2 seconds, is paired with a response set of two situation descriptions. Both tests were given to 53 undergraduates to examine measures of emotion recognition ability. The PONS and ABT were first presented with their situation description formats. One week later the affect label formats for both tests were administered. Also in the test battery were included a standardized vocabulary test as a measure of verbal intelligence, a mood scale, and the Mehrabian-Epstein Empathy Scale. Results indicated the existence of specific affect-related recognition skills. The interrelationships among the methods of emotion recognition and the other measures illustrate the connection between construct validity and method variation. (Author/JAC)

ED221896 CS503971

Andersen, Peter A.; And Others

The Acquisition of Nonverbal Attitudes and Behaviors in Schoolchildren, Grades K-12.

Pub Date Nov 82

Note-45p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Age Differences; Classroom Environment; *Communication Research; *Developmental Stages; Elementary Secondary Education; Emotional Development; *Nonverbal Communication; *Student Behavior; *Teacher Attitudes; Time Perspective

Identifiers-Chronemics

An investigation examined teachers' perceptions of nonverbal behaviors of their students within a developmental paradigm. A questionnaire was sent to 901 elementary and secondary school teachers from a 4-state area. It asked teachers to estimate the percentage of students who engaged in 24 nonverbal classroom behaviors of 4 general types: chronemic (time orientation), classroom environment, turn-taking and conversational regulation, and emotional expression and recognition. Results indicated that (1) children were more alert in the morning than later in the day; (2) children in the early primary grades had a clearer understanding of informal time than formal time, while in the later grades that trend was reversed; (3) students at all grade levels preferred colorful classrooms; (4) older children were more competent in pausing in appropriate places when talking; (5) the percentage of students who clearly communicated their emotions to teachers declined with age; (6) students decreased the expressions of emotions through actions with grade level; (7) students reduced their physical expression of anger as they matured with grade level; and (8) by the end of high school, only half of all students were perceived as being able to clearly express or interpret emotions. (HOD)

ED222012 EC150080

Maurer, Steve, Ed.; And Others

Project A.M.E.S. (Actualization of Mainstream Experience Skills). Volume I, 1979-80.

Spons Agency-Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Pub Date [80]

Note-175p.; For related document, see EC 150 081. Developed by the staff of Wilson-Beardshear School, Ames, IA.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Curriculum Development; Daily Living Skills; *Demonstration Programs; Elementary Secondary Education; Job Skills; *Moderate Mental Retardation; *Normalization (Handicapped); *Program Development; Program Effectiveness; Records (Forms); *Severe Mental Retardation; Staff Development; Student Evaluation; Surveys; Teamwork; *Vocational Education

Identifiers-*Actualization of Mainstream Experience Skills

The document makes up volume I of a report on the philosophy and activities of Project AMES (Actualization of Mainstream Experience Skills), a model program for vocational training and independent living skills instruction for 34 moderately and severely retarded students (6 to 21 years old). Following an introductory chapter, Chapter 2 briefly describes the seven components of the Project AMES Vocational Training Model: community job assessment, student assessment, vocational training objectives identification, development of school based training, development of community training, placement, and followup. Chapter 3 lists staff development activities. Chapter 4 covers project participants, the roles and responsibilities of staff members, curriculum development, curriculum design in the vocational domain, the school workshop, student assessment, business contracts, training sites, wages, recordkeeping and data analysis, community mobility training, social-interpersonal instruction, individualized education program development, and parent involvement. Among results reported in Chapter 5 are that the students acquired new vocational competencies and the Ames community learned that mentally disabled persons are capable of productive work. Chapter 6 contains research reports with titles that include: "Increasing Production Rates of Mentally Disabled Adolescents in School and Community Vocational Training Programs--The Use of a Changing Criterion Design"; "Improving the Production Rates of Secondary-Aged, Moderately Mentally Disabled Students in a School-Based Work Activity Center"; and "Attending to Task in a Public School Vocational Training Program." Chapter 7 contains a legal reference guide for school vocational training programs. Results of a vocational education survey of intermediate and secondary public school programs for moderately and severely handicapped students are reported in an eighth chapter. The final chapter contains an outline of simulated jobs, the Project AMES employer's manual, the Parent/Guardian Inventory, the Vocational Education Survey, and the Iowa Sheltered Employment Survey. (SW)

ED221682 CE033709

Wentling, Tim L., Ed.

ARRIVE. Annual Review of Research in Vocational Education. Volume One.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.; Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Pub Date Jun 80

Note-360p.

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Affirmative Action; Career Change; Career Development; Correctional Education; Curriculum Development; Disabilities; Disadvantaged; *Educational Research; *Educational Trends; Employed Women; Employment; English (Second Language); Futures (of Society); Instructional Development; Job Training; Limited English Speaking; Minority Groups; Postsecondary Education; *Research Needs; *Research Projects, *Research Reports; Research Utilization; Secondary Education; Sex Fairness; Sex Stereotypes; *Vocational Education; Youth Employment

This book represents a sampling of current research priorities in vocational education along with suggested directions for further education. In the first of the book's five sections, research efforts related to sex equity in vocational education are summarized by M. Eloise Murray. Both sex equity studies and sex affirmation studies are included in this review. Section 2 describes past trends and predicts future trends in vocational education curriculum and instructional research. Reviewer Curtis Finch summarizes research of the 1960s and early 1970s as overly simplistic, while recent research has been more comprehensive and specific. In section 3, research for special needs populations is reviewed by L. Allen Phelps. Four major special populations are addressed: limited English-speaking, handicapped, incarcerated, and disadvantaged learners. Included in this section are four lighthouse studies. Richard W. Feller and David V. Tiedeman examine research related to career development theory in section 4. They first outline the sturcture of career development theory as it has evolved over the past 30 years and then summarize examples of current research in career development theory. In section 5. Robert McGough and Daniel Vogler provide a review of recent research sponsored by the Department of Labor in the area of employment and training. (KC)

ED221741 CE033931

Dobson, John R. A.

Strategies and Tactics for Community Mobilization. 1981 Latin America Seminars.

Saint Francis Xavier Univ., Antigonish (Nova Scotia).

Pub Date Jun 82

Note-66p.; Prepared at the Coady International Institute.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Change Strategies; *Community Coordination; *Community Development; *Community Education; Community Involvement; *Community Leaders; Objectives; Program Development

Identifiers-*Latin America

Three seminars examined strategies and tactics for community mobilization in Latin America. The sessions--which were held in Bogota, Columbia; Quito, Ecuador; and Recife, Brazil--involved a total of 75 participants from 27 organizations. Addressed during the seminars were development, leadership, mobilization, and learning in the context of community. The findings derived from the seminars suggested the following: (1) the paramount challenge faced by change agents is the human problems resulting from the migration flood that is presently being experienced throughout Latin America; (2) no one mobilization strategy is effective in achieving collective behavior change; (3) change agents must develop a repertoire of tactics derived from several strategies and combine them as is appropriate to the particular circumstance; and (4) change agents must work cooperatively with community leaders in evoking a change in people's attitudes and behavior. (MN)

ED221763 CE034184

Hill, Pamela

Lubrication System 2. Service the Crankcase Breather. Student Manual. Small Engine Repair Series. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 81

Note-33p.; For related documents see ED 146 392 and CE 034 181-188.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Check Lists; *Disabilities; *Engines; *Equipment Utilization; Industrial Arts; Instructional Materials; Job Skills; Lubricants; Rating Scales; *Repair; Secondary Education; Trade and Industrial Education

Identifiers-Crankcase Breathers; *Lubrication Systems; *Small Engine Mechanics

This student manual on servicing the crankcase breather is the third of three in an instructional package on the lubrication system in the Small Engine Repair Series for handicapped students. The stated purpose for the booklet is to help students learn what tools and equipment to use and all the steps of the job. Informative material and photographs are provided on tools and equipment and steps for servicing the crankcase breather. A rating scale and chart are included for evaluation of student progress. (YLB)

ED221833 CS006825

Schallert, Diane L.; Tierney, Robert J.

Learning from Expository Text: The Interaction of Text Structure with Reader Characteristics.

Texas Univ., Austin. Dept. of Educational Psychology.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date [80]
Grant-NIE-G-79-0167
Note-686p.
EDRS Price - MF04/PC28 Plus Postage.
Descriptors-Biology; Cohesion (Written Composition); Content Analysis; *Content Area Reading; *Discourse Analysis; History Textbooks; Memory; *Recall (Psychology); School Surveys; Science Instruction; Secondary Education; *Textbook Content; Textbook Evaluation; *Textbook Research

The final report of the project that concentrated on the expository language found in content-area textbooks begins with an overview of the project, including rationale, significance, and goals. These goals were to (1) describe how high school students and their teachers used their textbooks, (2) describe and analyze the nature of expository texts, (3) examine the influence of characteristics of expository texts upon different readers' memory for text, (4) determine the influence of various instructional procedures upon students' ability to learn from text, and (5) examine the influence of text manipulations upon the quality of students' learning from text. The remaining sections of the report address the secondary students' use of biology and history textbooks; describe the characteristics of texts, especially through their language; discuss text analytic procedures (validation and criticism); define reader characteristics; examine text-based instructional studies; and discuss text engineering. The summation of the project is provided in the final section. Appendixes include the surveys administered to students in Illinois and Texas; tables relevant to secondary students' use of biology and history textbooks; a complete set of texts, maps, and lists of relationship propositions; examples of scoring and rationale for scoring two free recall protocols; tables relevant to students; recall of text units; individual subjects' ratings of the ease of resolution and the importance of cohesive ties; graphs of predictability ratings of topic continuity; and the importance of rating sentences. (HOD)

ED221936 EA015023

Solomon, Margaret

Declining Enrollments: Managing in the Period of Fiscal Retrenchment.

CEMREL, Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 82
Contract No-400-80-0102
Note-124p.; A research paper prepared for the Urban Education Network by the Urban Education Program at CEMREL.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Community Involvement; *Declining Enrollment; Educational Administration; Educational Planning; Elementary Secondary Education; Enrollment Influences; Enrollment Projections; Enrollment Trends; *Reduction in Force; *Retrenchment; *School Closing; State Departments of Education; State School District Relationship; Urban Problems; *Urban Schools

This guidebook for managing declining enrollment in an era of fiscal retrenchment is presented in three sections. Section 1 describes the extent of enrollment decline; analyzes its causes, including changes in birth rates, women's work roles, and migration and housing patterns; and explores its effects, including reduced school budgets and staffs, restricted class offerings, and increased class size. Special attention is paid to the problems associated with school closing, particularly when urban schools are affected. Section 2 presents suggestions for coping with declining enrollment. These include guidelines for enrollment prediction; plans for involving the community in the strengthening of programs through needs assessment, goal setting, strategy determination, and evaluation of the results of changes; suggestions for staff involvement in retrenchment planning; strategies for reducing the professional staff; and recommendations for using a task force approach to ensure community involvement and communication. Section 3 notes contributions that state education agencies can make to combat enrollment decline problems. Among these are improving forecasting methods, providing planning assistance and special services, and developing more flexible staffing policies. (Author/PGD)

ED221995 EC150063

Dulay, Heidi, Ed.; And Others

Testing and Teaching Communicatively Handicapped Hispanic Children: The State of the Art in 1980, September 1, 1979 through June 30, 1980.

Bloomsbury West Inc., San Francisco, CA.
Spons Agency-California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date Oct 80
Grant-38-8161-H0-8293-7100
Note-211p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Bilingual Education; *Communication Disorders; Dialect Studies; Elementary Secondary Education; *Hispanic Americans; *Language Acquisition; Language Handicaps; *Language Tests; *Limited English Speaking; Literature Reviews; Minority Groups; Preschool Education; Speech Handicaps; *Teaching Methods

The state of the art in testing and teaching communicatively handicapped Hispanic children is examined in eight chapters organized into sections concerned with insights from research, a view of the present, and recommendations for the future. The three chapters of the first section summarize research related to the acquisition of English as a second language, the acquisition of Spanish as a first language, and the dialect/sociolinguistic features of Spanish spoken in California and the Southwest. The second section reviews 12 commonly used tests relevant to the assessment of limited English speaking/non-English speaking (LES/NES) children who may be eligible for language and speech special education services. It includes a descriptive review of each test's psychometric and psycholinguistic properties as well as its applications. The last section summarizes information gathered from the field regarding current practices in the treatment of communicatively handicapped LES/NES students from preschool to high school. Opinions of speech and language professionals are summarized. The handbook concludes with a set of short- and long-term recommendations spanning both research and practice. The nine short-term recommendations include developing an "identification-placement-exit framework" for student assessment, developing a set of personnel functions, and developing a resource bank of existing personnel knowledgeable about assessment and instruction of communicatively handicapped LES/NES students. Among eight long-term recommendations are the provision of support to organizations developing instruments needed to implement diagnostic systems for LES/NES students and development of program models for treating communicatively handicapped LES/NES students. (DB)

ED222050 FL013216

Deutsch, Werner; Koster, Jan

Children's Interpretation of Sentence-Internal Anaphora.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date 82

Note-8p.; In its: Papers and Reports on Child Language Development, Number 21, p39-45.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language; Comprehension; *Language Acquisition; *Pronouns; Verbal Development; Young Children

The acquisition of two types of anaphora, reflexive and non-reflexive personal pronouns, was investigated. It was hypothesized that the two types of anaphora are acquired at different developmental stages. The three experiments involved Dutch children of age 6 and 7 and adults. Interpretations of sentences containing third person reflexive pronouns, sentences containing non-reflexive third person pronouns, and series of randomly arranged sentences containing either type of pronoun were tested. The 6-year-olds were unable to correctly interpret anaphoric pronouns when both types of pronouns were presented. The 7-year-olds were able to interpret reflexive pronouns but not the non-reflexive pronouns. The results provide some evidence that the discovery of the relationship between a reflexive pronoun and its antecedent is easier than that of a non-reflexive anaphoric pronoun and its antecedent. References are appended. (RW)

ED222093 FL013314

Creemers, F. H. Th.; And Others

Developing a Reading Course.

Pub Date Sep 82

Note-10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Content Area Reading; Course Content; *Dutch; Higher Education; *Reading Improvement; *Reading Instruction; Reading Skills

A course for improving Dutch reading proficiency of entering university students was developed by the Linguistic and Literacy Studies department of the University of Tilburg in the Netherlands. Dutch secondary school students receive instruction in text-specific approaches to reading but no instruction in reading methodology. The course focuses on the application of a flexible and efficient way of reading that combines reading styles according to the reading purpose. Scanning, search reading, skimming, receptive reading, and responsive reading are taught. The student is expected to progress from reading word by word to flexible use of reading styles in individual reading situations. The course consists of six sessions devoted to discussion and reading assignments. The subject matter of most of the texts is language, literature, and communication. The exercises elicit either surface level facts or deeper level meanings. The texts used for the final test are described. The focus and assignments of each of the six sessions are listed in an appendix. (RW)

Baccalaureate Education for Registered Nurses: A New Approach.

Rhode Island Coll., Providence. Dept. of Nursing.
Spons Agency-Public Health Service (DHHS), Rockville, Md.
Pub Date 82
Contract No-5-D10-NU-21020
Note-51p.
Available from-Rhode Island College, Department of Nursing, 600 Mt. Pleasant Avenue, Providence, RI 02908 ($5.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bachelors Degrees; *Clinical Experience; Curriculum Guides; Educational Innovation; Educational Objectives; Higher Education; Individualized Instruction; Learning Activities; Nurses; *Nursing Education; *Practicums; *Professional Continuing Education; Questionnaires; Reports; Student Needs; Student Placement
Identifiers-*Rhode Island College

Rhode Island College's innovative program of baccalaureate education for registered nurses is described, and guidelines and materials used in the program are included. The federally funded project was designed to: identify the competencies the registered nurse (RN) applicant brings to the program and place the student accordingly; develop a flexible curriculum that can be individualized; and implement the program with 30 RN students each year. For the entering RN student with diploma or associate degree background, there are three parts for the junior-level nursing course: four written examinations, Clinical Performance Examination (CPE), and a written paper on a current nursing issue. The four written examinations concern care of the adult, care of the child, psychiatric mental health, and maternal and infant care. The CPE is a 2-day practicum administered in the acute-care setting with an adult client. It is designed to test in the clinical setting the student's ability to meet junior-level objectives that cannot be fully evaluated through written or other methods. The CPE is outlined in terms of criteria for client selection, activities to be completed, and grade assignment. Supplementary materials include: forms for the CPE; guidelines for the placement process at the senior level; learning activities form; advanced placement process; and a paper presented at a 1981 nursing workshop entitled "Adult Learning/Teaching: Implications for Curriculum." Appended materials include: a list of rules for effective adult learning; a list of behaviors as objectives of graduate study in adult education; a list of programs of study for nursing majors; forms for attitudinal testing and evaluation by the student; and a glossary. (SW)

ED222201 JC820418

Sullivan, Patrick J.; Seidman, Earl

The Production of "In Their Own Words: Working in the Community College." A Film Based on Interviews by Patrick J. Sullivan and Earl Seidman.

Spons Agency-EXXON Education Foundation, New York, N.Y.

Pub Date 82

Note-16p.; Prepared to accompany the film "In Their Own Words: Working in the Community College."

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty; *Community Colleges; *Faculty College Relationship; *Film Production; Higher Education; Interviews; Scripts; *Teacher Attitudes; *Teacher Developed Materials; Teacher Education; Teaching (Occupation); Two Year Colleges

This booklet describes the creation of "In Their Own Words: Working in the Community College," a film based on in-depth interviews with community college faculty and designed as a discussion catalyst for a graduate seminar in education. Following background on the origins, purposes, planning, and funding of the film and on the pilot interviews that helped clarify its direction and scope, the booklet discusses: (1) campus visits to contact potential participants in the interviews from colleges across Massachusetts; (2) the selection of 22 faculty and staff from 6 community colleges, who represented Black and Hispanic faculty, counselors and instructional resource specialists, and a balance of men and women; (3) the conduct of a series of interviews between December 1979 and August 1980, during which faculty and staff discussed the past experiences that led them to the community college, details of their day-to-day activities at the colleges, and reflections on the meaning of their work; (4) procedures to protect participants' rights; (5) the audiotaping and transcription of the interviews; and (6) the production of the film, which involved profile constructions, identification of key issues, development of a slide tape version, and music selection. Following the presentation of the film script, the booklet concludes with citations to influential readings. (KL)

ED221812 CG016239

Sommers, Shula

Social Cognition, Nonsocial Cognition and Interpersonal Processes in Adulthood.

Pub Date Apr 82

Note-18p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Development; Cognitive Ability; *Cognitive Development; College Students; *Disclosure; Higher Education; Interpersonal Competence; Peer Relationship; *Perspective Taking; *Social Behavior; *Social Cognition; Social Development

Identifiers-*Intimacy

Social cognition of adults, unlike children's social understanding, has rarely been addressed from a developmental viewpoint. To extend the developmental perspective to the study of adults' social cognitive skills in relation to other mental and social skills, 52 college students were compared in role taking performance and nonsocial cognitive performance. In addition, subjects' role taking ability was assessed in relation to an interpersonal capacity for intimacy in friendship relations, using the Feffer Role Taking Task instrument, a modified version of the Jourard and Laskow Self Disclosure Questionnaire, and a visual perspective talking task devised by Looft and Charles. As expected, the results revealed a weak and nonsignificant correlation between adults' role taking skills and their nonsocial cognitive abilities, as well as a strong positive association between role taking and level of intimacy in relations with same-sex peers. The findings suggest that further explorations of the links between social cognition and social behavior are needed. (Author/JAC)

ED221853 CS006855

Alvermann, Donna E.; Boothby, Paula R.

A Strategy for Making Content Reading Successful: Grades 4-6.

Pub Date 82

Note-9p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (10th, Omaha, NE, September 30-October 2, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Area Reading; *Context Clues; Elementary Secondary Education; *Reading Comprehension; Reading Difficulties; *Reading Improvement; *Reading Instruction; *Student Motivation; Teaching Methods

Identifiers-*Graphic Organizers

A graphic organizer is a tree diagram that consists of vocabulary related to one particular concept. A modified version of a graphic organizer contains empty slots that represent missing information and actively involves students during the reading process as opposed to before or after. This modified graphic organizer can provide both the motivation and the structure necessary to turn inactive readers into active readers. It is motivating because it contains very few words, and those that are included serve as cues to information the student will be expected to search for, read, and write in. Retention is improved because the imposed structure also acts as a cuing device. Finally, it is useful in letting students in on what the teacher considers important in the textbook. Eight steps involved in its use include (1) selecting a portion of the textbook which discusses the concept being taught, (2) listing on index cards all the words that are representative of the concept, (3) arranging the words to show a relationship, (4) transferring that arrangement to paper but substituting empty slots for certain words, (5) copying the completed graphic organizer on the board or overhead transparency, (6) discussing with students the purpose of the organizer, (7) assigning pages in the textbook while reminding students that they are reading to locate the missing information, and (8) discussing the completed organizer with the students. (HOD)

ED221875 CS207211

Smith, E. L., Jr.

Functional Types of Scientific Prose.

Pub Date Aug 82

Note-27p.; Paper presented at the Systemic Workshop (9th, Toronto, Canada, August 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiences; Interpersonal Relationship; *Sentence Structure; *Structural Analysis (Linguistics); Suprasegmentals; *Technical Writing; *Textbook Content; *Textbook Research

Identifiers-*Audience Awareness

A recurring question in the study of the specialized English used in various technical disciplines is the degree to which contextual variables--including subject matter--account for the particular distributions of lexicogrammatical features in texts of different disciplines. Two contextual variables related to role relationships in the semiotic structure of the situation are the specialization of the intended audience and the global text function or authorial purpose. One way to compare the impact of each of these variables on text structure is to examine the distributions of the lexicogrammatical features which realize the interpersonal component, e.g., person, disjunct adverbials, clause mood and modality, in texts where both of these variables have different values while all other contextual variables remain constant. Such was done with 16 written, monologic texts in recombinant DNA research. Within each text, a sample was taken of approximately 1,000 words and counted according to the lexicogrammatical features realizing the interpersonal component. An analysis of the findings reveals a lower degree of audience specialization correlates with a greater degree of interactiveness. Moreover, the lexicogrammatical features which realize the interactiveness tend to be distributed according to global text function; texts whose aims are to persuade or instruct their readers tend to be more interactive than texts which aim merely to narrate or inform. Overall, global text function appears to be a primary variable determining the distribution of the lexicogrammatical features of interactiveness, while specialization level of the intended audience appears to be a secondary variable. (HOD)

ED221917 EA014970

Kahl, Stuart R.

The Selection of Teachers and School Administrators: A Synthesis of the Literature.

Mid-Continent Regional Educational Lab., Inc., Denver, Colo.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Feb 80
Note-95p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Characteristics; *Administrator Selection; Elementary Secondary Education; Employment Interviews; *Equal Opportunities (Jobs); *Evaluation Criteria; Racial Discrimination; Recruitment; Sex Discrimination; *State of the Art Reviews; Teacher Characteristics; *Teacher Selection

To meet the need of school decision-makers for an improved teacher and administrator selection process, this paper describes the "state of the art" in selections processes and recommends modifications that could be instituted in most school systems. Over 200 references are cited, with an emphasis on research findings from the last 10 to 15 years. The first two chapters are on teacher and administrator selection, respectively. The third chapter concerns documents dealing directly with women and minorities in education professions. Among the major findings of the report are that most school districts lack an established policy for the selection of teachers or administrators. In addition, the author found that the personal interview is the most utilized selection technique, although hiring officials have seldom had any training in interview techniques. Finally, there is overwhelming evidence that the effectiveness of different selection criteria depends largely on the nature of the local environment. Among the recommendations are that school districts develop a systematic research-based selection program; conduct extensive, planned interviews; continuously monitor the effectiveness of the selection process; and actively recruit members of groups that are underrepresented. (MLF)

ED221956 EA015114

Castle, Gregory W.

The Effect of the Collective Bargaining Process on Rank-and-File's Perceptions of Leadership Effectiveness: A Theoretical Model.

Pub Date Mar 82

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Portions of paper and bibliography may not reproduce due to light print of original document.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Collective Bargaining; Conflict Resolution; Contracts; Elementary Secondary Education; *Employee Attitudes; Governance; Institutional Characteristics; Labor Relations; *Leadership Qualities; Models; Organization; *Organizational Effectiveness; Teachers; *Unions

Identifiers-Member Union Relationship; *Union Leadership

According to the author of this report, it is increasingly evident that teachers, through their unions and the bargaining process, are becoming more involved in the everyday decisionmaking process and policy development of school districts. A better understanding of the factors that influence union members' perceptions of union leadership effectiveness may provide insight into the factors that influence the school district decisionmaking process. Following a review of the literature on the relationships between union structure, union leadership, and member attitudes toward the union and its leaders, the author proposes a theoretical model for analyzing these relationships within teacher unions. According to the model, union members' perceptions of the effectiveness of union leadership are influenced by their perceptions of three endogenous variables--the contract, the union leadership's management of conflict, and the union's tactical effectiveness--as seen in the contexts of two exogenous variables--the union's organizational characteristics and the school district's economic, political, and demographic characteristics. An extensive bibliography concludes the document. (Author/PGD)

ED222031 EC150100

Screening and Assessment Tools: A Manual Discussing Appropriate Tools for Use in the Home Setting.

Ohio State Univ., Columbus. Herschel W. Nisonger Center.

Spons Agency-Health Resources Administration (DHHS/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date 80

Grant-2D12AH00135-07

Note-66p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Developmental Disabilities; *Evaluation Methods; Home Visits; Infants; *Screening Tests; *Student Evaluation; Testing; Young Children

The manual describes seven tools for use in screening and assessing the developmentally disabled infant and young child in the home. Instruments are said to have met four criteria (easy adaptation to the home setting, minimum training required to administer, speed of administration, and minimum equipment needed). Five categories of information are addressed for each instrument: basic information (title, authors, publication date, publisher, purpose, age, application, screening or assessment use, areas assessed, standardization, reliability, validity, and criteria for referral); administration and scoring; time required for administration; training required for administration and interpretation; and advantages/disadvantages of the tool. The following instruments are analyzed: Denver Developmental Screening Test; Developmental Screening Inventory; Nutrition/Feeding Screening; Early Intervention Developmental Profile; Callier-Azuza Scale; Milani-Comparetti, Gidoni Developmental Chart; and Home Observation for Measurement of the Environment. (CL)

ED222071 FL013237

Muyskens, Judith A.; Berger, Pamela

University and Secondary School Articulation: Four Steps for Creating a Resource Network.

Pub Date 82

Note-12p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Louisville, KY, April 22-24, 1982). In: ESL and the Foreign Language Teacher.

Available from-Not available separately; see FL 013 228.

Document Not Available from EDRS.

Descriptors-*Articulation (Education); College Faculty; *College Preparation; College Programs; *College School Cooperation; Coordination; *Cross Age Teaching; English (Second Language); Higher Education; Information Needs; Interprofessional Relationship; *Language Teachers; School Orientation; Secondary Education; Secondary School Teachers; *Second Language Instruction

A model for developing articulation between college and high school second language programs is presented. The four-step process involves discussion, planning, implementation, and expansion of the network. After the discussion, the following goals for a network were established: (1) to provide additional educational experiences for foreign language students in the target language and corresponding culture, and additional information on career planning and cadet teaching; (2) to ease the transition from high school to university; (3) to suggest areas for improvement of both the secondary and university curricula; (4) to increase interest in the study of foreign languages; (5) to increase communication between secondary teachers and university professors as professional colleagues; (6) to improve the morale of teachers; and (7) to provide opportunities for professional growth. Activities included the exchange of information between high school and college through correspondence (i.e., program descriptions, feedback on students performing well on placement tests, and credit for high school work). University students served as guest instructors at the high schools, and high school students were invited to the college campus for a field day that focused on career education. In response to the secondary teachers' concern about the adequate preparation of students for college, surveys were conducted to determine expectations for entering students. Examples of letters that were exchanged among teachers at the two levels are included. (SW)

ED222127 HE015534

McLean, Stephen; And Others

Higher Education in Alaska, 1975-1976. Submitted to the Subcommittee on Higher Education of the Legislative Council, 9th Alaska Legislature (1975-1976).

McLean Associates, Juneau, Alaska.
Spons Agency-Alaska State Legislature, Juneau.
Pub Date 76
Note-173p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Advisory Committees; Budgeting; College Libraries; *Community Colleges; Consortia; Educational Assessment; Educational Finance; Educational Technology; Financial Support; Intercollegiate Cooperation; Needs Assessment; *Postsecondary Education; Private Colleges; Resource Allocation; *Rural Areas; School Organization; State Aid; *State Colleges; State Government; *Statewide Planning
Identifiers-*Alaska; Alaska Methodist University; Blue Ribbon Commissions; Sheldon Jackson College AK; University of Alaska

A review of higher education in Alaska during 1975-1976 that was submitted to the Alaska Legislative Subcommittee on Higher Education is presented. Information is given on: developments at private institutions (Alaska Methodist University and Sheldon Jackson College); the University of Alaska System; consortium arrangements; postsecondary needs for rural Alaska; the Alaska Commission on Postsecondary Education; Alaska community colleges; and the delivery of education by new technology. Specific topics include: library needs at the University of Alaska at Ankorage, needs for legal education in Alaska, administrative organization of higher education in Alaska, and funding of community colleges. Funding issues for community colleges are considered in depth, including the influences that determine funding and funding processes and 34 recommendations. Approaches that might be used to improve the entire funding and budget operation of community colleges in Alaska are also addressed. One recommendation is that the budget process and forms should indicate clearly for what purposes, programs, and functions funds are being requested and the changes from the previous budget request. More funding must be provided to equip and enrich the existing programs; tuition for community college students should be abolished; and studies should be conducted to determine the feasibility of a central organization for community college administration that is separate from that of the University of Alaska at Fairbanks. The text of legislation for the state to purchase the property of Alaska Methodist University is appended. (SW)

Notgrass, Troy

Automobile Mechanic Second Year: Service and Repair. Student's Guide.

Texas Univ., Austin. Center for Occupational Curriculum Development.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 81

Note-125p.

Available from-Center for Occupational Curriculum Development, The University of Texas at Austin, P.O. Box 7218, Austin, TX 78712 (Stock No. IE-225-S, $13.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Auto Mechanics; Behavioral Objectives; Careers; *Cooperative Education; *Engines; Individualized Instruction; Instructional Materials; *Mechanics (Process); Motor Vehicles; Postsecondary Education; *Repair; Secondary Education; Study Guides; Trade and Industrial Education

Identifiers-Automotive Tune Up

This student manual on auto service and repair is intended for second-year students in industrial cooperative training who have studied "Automobile Mechanic Fundamentals" during the first year. Based on "Auto Service and Repair," by Martin W. Stockel, this manual is designed for individualized instruction under supervision of a coordinator or instructor. It contains 16 sections that may be studied in any sequence to coordinate the technical information with the training being received on the job. The first assignment, which is about how to use this guide, should be completed first. Each section is composed of from 1 to 12 assignments that follow this format: objectives that tell what the student is to learn for that assignment, identification and location of the assignment in the reference, and exercises to help the student master the objectives. These topics are covered: career opportunities; tools, supplies, and equipment; cleaning parts; function and antifunction bearings; engine service and repair; engine lubrication and ventilation systems; cooling systems; fuel systems; ignition system service; electrical system service; engine tune-up; power train service; suspension service; air-conditioning system service; and exhaust and emission control system service. (YLB)

ED221742 CE033934

Scheffknecht, J. J.

Development, Regional Training Policy and Adult Education.

Council for Cultural Cooperation, Strasbourg (France).

Report No-ISBN-92-871-0161-2

Pub Date 82

Note-42p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education; Disabilities; *Economic Development; *Educational Needs; Educational Planning; *Educational Policy; Minority Groups; Needs Assessment; Policy Formation; Position Papers; Regional Planning; *Regional Programs; Rural Areas; School Business Relationship; *School Community Relationship; School Role; Trend Analysis; Urban Areas; Vocational Education

Identifiers-Council of Europe (France); *Europe (West)

Interest in a regional and local approach to vocational training and adult education is increasing throughout the member nations of the Council of Europe. This is largely a result of the changing European economic order and the new internationalization of industrial strategies. Particularly needed is a targeted local and regional policy for the creation of activities and jobs that emphasizes training in rural, urban, and industrial areas and that integrates the training of priority groups (youth, women, migrants, the disabled, and the elderly) with local development. Among the necessary conditions for a training policy that is integrated with local and regional development are the following: a close connection between development policy, objectives, and training programs; demarcation of homogeneous geographical areas corresponding to demography and industrial barriers; a strategy for balanced growth conductive to genuine development; coordination between officials engaged in educational work; local and regional programming of training activities based on participation, integration, and coordination; a specific local and regional organization; and local development officers. (Appended to the report are three articles on the role of adult education in relation to regional development and a bibliography of documents relating to regional development.) (MN)

ED221764 CE034185

Hill, Pamela

Starting System. Teacher's Guide. Small Engine Repair Series. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 81

Note-87p.; For related documents see ED 146 392 and CE 034 181-188.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; *Disabilities; *Engines; Industrial Arts; Learning Activities; *Repair; Secondary Education; Teaching Guides; Trade and Industrial Education; Visual Aids

Identifiers-*Ignition Systems; *Small Engine Mechanics

This teacher's guide accompanies three student manuals and together with them comprises an instructional package on the starting system in the Small Engine Repair Series for handicapped/special needs students. The first section, "Notes to the Instructor," covers equipment needs, preparation before teaching the instructional package, student evaluation, visual aids, and use of audiovisuals and student manuals. Student prerequisite skills and suggested activities are then listed. Student goal and objectives are arranged to assist the teacher in the development of individual instructional plans. Activities and materials are suggested to help students achieve these objectives. These additional resource materials are then provided to support the various teaching methods: a listing of vocabulary terms, transparency masters, answers to review materials in the student manuals, an evaluation model, and narratives for two audiovisual presentations not available here. A list of references is attached. (YLB)

ED221788 CG016214

Yoast, Richard; And Others

What You Can Do: A Citizen's Guide to Community Organizing for the Prevention of Alcohol, Other Drug, Mental Health and Youth Problems.

Wisconsin Clearinghouse for Alcohol and Other Drug Information, Madison.

Pub Date 81

Note-48p.

Available from-Wisconsin Clearinghouse, 1954 E. Washington Ave., Madison, WI 53704.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Alcohol Education; *Citizen Participation; *Community Programs; *Drug Abuse; Leadership Styles; Mental Health; Organizational Objectives; Planning; *Prevention; *Program Development; *Youth Problems

This manual is an introduction to community organizing for those who wish to work for the prevention of alcohol, drug, youth, mental health or other social problems. The materials show how to analyze a community and decide what problems need to be corrected, and then how to set goals and choose the best method of change. The manual also gives ideas to help group functioning, including strategies for increasing leader and meeting effectiveness. A list of additional resources is also provided, including perspectives on making community change, carrying out products, and identifying resources for group meetings. In addition, moderator guidelines are offered to assist the leader or facilitator in handling problems that may come up at group meetings. (JAC)

ED221897 CS503973

Romero, Gloria

An Experimental Study of the Effects of Counterattitudinal Messages on Decreasing Communication Apprehension.

Pub Date Nov 82
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change; *Communication Apprehension; *Communication Research; Higher Education; Public Speaking; *Speech Communication; *Student Attitudes

A study was conducted to investigate the effects of audiotaped counterattitudinal messages (messages counter to a person's irrational beliefs that are designed to help change negative attitudes) on communication apprehension. One hundred and fifty undergraduate speech communication students divided into control and experimental groups listened to a tape of music and a suggestion for relaxation, with a counterattitudinal message added to the experimental group tape. The Personal Report of Public Speaking Apprehension (PRPSA) was employed as a pretest and double posttest (immediately following the treatment and again just prior to the student's first speech) to assess the degree of communication apprehension. The Behavioral Assessment of Speech Anxiety (BASA) was used as a posttest to assess the behavioral manifestations of speech anxiety. The results from the PRPSA revealed significant differences between the experimental and control groups for treatment effect. The second posttest results indicated that the positive impact of the treatment not only continued but increased. The results from the observer-rated anxiety scores of the BASA revealed no significant differences between the experimental and control groups in any of the four factors for the overall estimate of anxiety. (HTH)

ED221976 EC150043

Rutherford, Robert B., Jr., Ed.; And Others

Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders. Summer, 1981.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.; Arizona State Univ., Tempe. Dept. of Special Education.; Council for Children with Behavioral Disorders.; Teacher Educators for Children with Behavioral Disorders.

Pub Date 81

Note-117p.; Papers presented at the Annual Conference on Severe Behavior Disorders of Children and Youth (4th, Tempe, AZ, 1981).

Available from-The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($5.00, $4.50 with purchase of 10 or more; make check payable to Council for Children with Behavioral Disorders Publications, Publication No. 235).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement; Adjustment (to Environment); *Autism; Behavior Modification; Behavior Patterns; *Emotional Disturbances; Social Development; *Teaching Methods; Transfer of Training

Twelve papers focus on issues involving severe behavior disorders in the schools and autism. The following papers are included: "Behavioral Ecology--A Unifying Strategy for the '80s" (F. Hewett); "Academic Skill Development--The Promise of Modeling Strategies" (R. Gable, J. Hendrickson); "Future Directions in Self-Control Research" (R. Rueda); "Allocating Opportunity to Learn as a Basis for Academic Remediation--A Developing Model for Teaching" (C. Greenwood, et al.); "Establishing Criteria for Social Behaviors" (K. Howell); "Educational Setting for the Primary Prevention of Child Abuse and Neglect with Adolescents" (S. Bavolek); "Behavioral Contracting with Behaviorally Disordered and Delinquent Children and Youth--An Analysis of the Clinical and Experimental Literature" (R. Rutherford, Jr., L. Polsgrove); "Prediction of Post-Discharge School Adjustment from Social and Academic Gains during Psychiatric Hospitalization" (S. Forness, et al.); "Instruction for Autistic Children--Some Critical Problems and Possible Solutions" (R. Neel, F. Billingsley); "Classroom Hearing Assessment--An Operant Training Procedure for the Non-Verbal Autistic Child" (T. Scruggs, et al.); "Transfer of Training in Severely Autistic and Severely Retarded Children" (M. Kaufman, P. Alberto); and "Who's Crazy?" (C. Nelson). (CL)

ED222051 FL013217

Eisenberg, Ann R.

Understanding Components of a Situation: Spontaneous Use of Politeness Routines by Mexicano 2-Year-Olds.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date 82

Note-10p.; In its: Papers and Reports on Child Language Development, Number 21, p46-54.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language; Communicative Competence (Languages); English; Infants; *Interpersonal Competence; *Language Acquisition; *Language Usage; *Mexicans; Preschool Children; Role Models; Socialization; Spanish Speaking

The teaching of politeness formulas and their spontaneous use by young children were investigated. The use of such formulas as greetings and thanks was studied in terms of the cultural features that may interact with the learning of such formulas and the analyses children make concerning the situations in which they are used. Conversations were taped at 3-week intervals over the course of 14 months at the homes of three Mexican families living in California. At the start of taping, the children were 20 to 26 months old. Each taping session attempted to capture 4 hours of everyday interactions. It was observed that the parents prompted the use of politeness formulas. All three of the children had begun using formulas spontaneously by the first taping session. The adults placed a great deal of emphasis on the acquisition of these formulas and rarely missed an opportunity to model their use. Although only Spanish was spoken in the home, politeness formulas were modeled in both English and Spanish. The errors that the children made in the use of politeness formulas indicated that they were trying to determine the underlying structure of such forms. (RW)

ED222161 HE015686

Andersen, Charles J.; Atelsek, Frank J.

An Assessment of College Student Housing and Physical Plant.

American Council on Education, Washington, D.C. Higher Education Panel.
Spons Agency-Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
Report No-ACE-HEP-55
Pub Date Oct 82
Contract No-SRS-78-16385
Note-50p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Building Obsolescence; *College Housing; Design Requirements; *Expenditures; *Facility Inventory; Facility Requirements; Facility Utilization Research; Higher Education; Operating Expenses; Private Colleges; *Residential Colleges; State Colleges; *Student Costs; Two Year Colleges; Universities; Utilities

A 1981 survey by the American Council on Education's Higher Education Panel of a stratified sample of colleges and universities looked at the condition of student housing. The survey provides a broad assessment of occupancy rates, extent of substandard housing, students' housing expenses, and off-campus rental housing conditions. The survey also asked about such financial aspects as operating costs, indebtedness, and replacement value. Among the highlights are these: two-thirds provided residential facilities in fall 1980; private institutions housed a larger proportion of full-time students than public institutions; occupancy rates were high at each institution type, and universities exceeded slightly the facilities' design capacity; 1 percent of students in institutionally controlled housing were in substandard quarters; the average monthly single student charge in fall 1980 was $108 at private institutions and $97 at public institutions, with charges for married students 60 and 54 percent higher, respectively; over 2,000 institutions with housing facilities spent $2.6 billion of current funds on such facilities in fiscal year 1981; and operations and maintenance expenditures amounted to $1.1 billion in fiscal year 1981, about two-fifths for utilities. (Author/MSE)

ED222181 IR010414

Gordon, Margaret T.; And Others

Media Agendas: The Impact on Citizens and Policy Makers.

Pub Date Apr 82

Note-32p.; :Paper presented at the Annual Meeting of the Urban Affairs Association (Philadelphia, PA, April 14-17, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Interviews; *News Media; *Policy Formation; Programing (Broadcast); Public Health Legislation; Public Officials; *Public Opinion; *Social Attitudes; Surveys; Television Research; *Television Viewing

The effect of a televised investigative news report on opinions of members of the general public, interest group elites, and governmental policy makers and on eventual public policy was studied. By collaboration with an investigative news team, the researchers learned in advance of the subject and air time of an "NBC News Magazine" segment investigating fraud and abuse in federal home health care programs. The study was aimed at discovering if this program influenced the public policy agenda by making such fraud and abuse in health care more important, causing a shift in priorities. Results indicate that media presentations do influence general judgments of problem importance among the public. The presentation influenced governmental policy makers but not interest group elites by altering their perception of the issue's importance, their belief that policy action was necessary, and their perception of the public's view of issue importance. Although the program was found to have an impact on policy, it was not the actual airing of the program or resulting public pressure on legislative representatives which created the policy outcome, but rather the active collaboration between journalists and policy makers in the ongoing process of the media investigation. (Author/LMM)

ED221702 CE033835

STEPS. Surviving Today's Experiences and Problems Successfully. A Comprehensive Home Economics Course for Grades 9-10.

Marshall Univ., Huntington, W. Va. Dept. of Home Economics.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Pub Date Jul 82
Note-1,346p.; For related document, see CE 033 836.
Available from-West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
EDRS Price - MF11/PC54 Plus Postage.
Descriptors-Behavioral Objectives; Career Awareness; Child Development; *Clothing; Competency Based Education; *Consumer Education; Coping; Energy; *Family Life Education; Food; Grade 9; Grade 10; Guidelines; High Schools; *Home Economics; Homemaking Skills; *Home Management; Housing; Human Relations; Influences; Leadership Qualities; Learning Activities; Nutrition; Parenthood Education; Recycling; Self Concept; Textiles Instruction; Vocational Education
Identifiers-Future Homemakers of America

This curriculum consists of guidelines for teaching a comprehensive home economics course for grades 9 and 10, an outline of competencies and learner outcomes, a resource list, addresses of publishers, and a series of learning activities to supplement the course learning modules. Addressed in the units are the following topics: coping with today, family living/parenthood education, nutrition and foods, management, consumer education, child development, housing, and clothing and textiles. A series of unifying concepts run through the units. These are responsibility, appreciation, human relationships, self-image, coping/surviving, world influences, energy concerns, recycling, leadership qualities, and career awareness. Included in each unit are a concept outline and suggestions for Future Homemakers of America chapter activities and/or extended learnings. (MN)

ED221721 CE033900

Pribyl, Paul F.

Safety. Fire Service Certification Series. Unit FSCS-FF-2-80.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 80

Note-39p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4302 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives; Course Descriptions; *Equipment Utilization; *Fire Fighters; Fire Protection; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; *Safety; *Safety Equipment; Teaching Guides; Units of Study

Identifiers-Wisconsin

This training unit on safety is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 4-hour unit is to assist firefighters in understanding the hazards of their profession and some methods of reducing the injuries and deaths that can occur. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221937 EA015029

Songe, Alice H.

Private School Education in the U.S. An Annotated Bibliography, 1950-1980.

Report No-ISBN-0-89950-045-5
Pub Date 82
Note-89p.
Available from-McFarland & Company, Inc., Publishers, Box 611, Jefferson, NC 28640 ($15.95).
Document Not Available from EDRS.
Descriptors-Annotated Bibliographies; Constitutional Law; Educational Administration; Educational History; Educational Objectives; Elementary Secondary Education; Organizations (Groups); *Parochial Schools; *Private Education; Private School Aid; Public Education; Public Policy; Public Support; School Choice

This selective and annotated bibliography represents the body of literature published on nonpublic elementary and secondary education between 1950 and 1980, as well as some important titles that appeared in 1981. The work covers all aspects of independent and church-related schools--their aims and objectives, history, administration, and financial, social, and racial problems. Special attention is given to views on four controversial topics: the constitutionality of providing public support for private education; the impact on public education of providing public support to private education; rights of parents in selecting the schools their children will attend; and the relationship between the goals of a democratic society and what the author terms the elitist objectives of private schools. The publications are of four types: 130 are books, monographs, or serials; 42 are government publications; 124 are articles in periodicals; and 125 are unpublished doctoral dissertations. publications are indexed by subject and author. A listing of 55 national and state private education associations is appended. (Author/PGD)

ED222013 EC150081

Maurer, Steve, Ed.; And Others

Project A.M.E.S. (Actualization of Mainstream Experience Skills). Volume II, 1980-81.

Spons Agency-Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
Pub Date 81
Note-286p.; For related document, see EC 150 080.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Delivery Systems; *Demonstration Programs; Elementary Secondary Education; *Job Skills; Models; *Moderate Mental Retardation; Normalization (Handicapped); Program Descriptions; *Program Development; *Severe Mental Retardation; *Vocational Education
Identifiers-*Actualization of Mainstream Experience Skills

The document makes up Volume II of a report on Project AMES (Actualization of Mainstream Experience Skills), a model program for vocational training and independent living instruction for 34 moderately and severely retarded students (6 to 21 years old). Chapter 1 reviews the vocational training program's three phases (awareness, accommodation, and exploration-preparation) and job tasks in the workshop. A second chapter outlines the objectives of the project's technical assistance statewide outreach. Chapter 3 describes Project Lincoln (a community/vocational training program for moderately and severely disabled students in Clinton, Iowa) in terms of its school workshop, sheltered workshop training, Primary I disabilities classroom, Primary II classroom, severe/profound classroom, intermediate class, Secondary I classroom, and community/vocational training-Secondary Class II. Tables within this chapter contain inventories for various occupations. Chapter 4 reports on Project STEP (Student Training Employment Program of Ottumwa, Iowa). Sections cover the primary severe/profound classroom, the primary moderately disabled classroom, the secondary severe/profound classroom, the intermediate and secondary moderately disabled, competitive employment training in housekeeping, functional communications, and community public relations. Sample forms, tables, and evaluation instruments are included. Chapter 5 considers the Mental Disabilities Trainable class at high school, while Chapter 6 describes the River Hills Program (a community and school based vocational training model for 40 secondary students). Appendixes to Chapter 6 include a list of community job sites, a community survey, sample letters, and a list of volunteer work tasks. Chapter 7 considers weekly advertisement guide preparation and delivery. Chapter 8 points out potential problems and solutions related to full implementation of a community/vocational education model; the final chapter discusses the services needed to help students make the transition from school to community services. (SW)

ED222094 HE013701

Proceedings of the Seminar on University Research in Jeopardy (April 2, 1980).

Science Council of Canada, Ottawa (Ontario).
Report No-ISBN-0-662-11107-9
Pub Date Oct 80
Note-78p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agency Role; *College Role; Declining Enrollment; *Federal Aid; Financial Support; *Foreign Countries; Government Role; *Government School Relationship; Higher Education; Professional Associations; *Research Needs; Research Projects; Scientific Research
Identifiers-Canada; Research Universities

Proceedings of a 1980 seminar on university research, sponsored by the Science Council of Canada, are presented. The increasing interest of the Canadian provinces in the direct support of university research was viewed favorably, but the general feeling was that the federal granting agencies must continue to play a leading role. A. N. Bourns illustrated in his opening remarks the need for a federal-provincial partnership in the support of university research by referring to the subject of major equipment and major installations. Andre Fortier addressed the question of partnership, using as an example the funding of university libraries. While agreeing that an increase in the level of research and development in the universities is a common objective, Gilles Julien noted that it is especially important that attention be focused on the environment for research. Donald Savage referred to the program of exchanges with China as an example of federal-provincial politics interfering with the development of effective programs. Regarding the matter of provincial support for research, D. B. Ogaranko noted that the Council of Ministers of Education is examining the methods and the effectiveness of provincial support for research. Rene Simard suggested that the Science Council Report 31, "University Research in Jeopardy: The Threat of Declining Enrolment," failed to deal with the causes underlying the present crisis in the universities. Comments of other participants made in the general discussion and concluding remarks by Leo Yaffee are also included. Recommendations of Report 31 and a seminar agenda are appended. (SW)

ED222145 HE015578

Abel, Robert L., Comp.

Comparative Information on Higher Education, 1982.

Southern Regional Education Board, Atlanta, Ga.
Pub Date Oct 82
Note-53p.; Report prepared for a meeting of the Southern Legislative Conference's Fiscal Affairs and Government Operations Committee (October 1982).
Available from-Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Budgets; College Faculty; Comparative Analysis; *Degrees (Academic); *Enrollment Trends; *Expenditures; Fees; Females; Geographic Regions; *Higher Education; Males; Minority Groups; Private Colleges; Professional Education; Resource Allocation; State Colleges; *Teacher Salaries; *Tuition; Two Year Colleges
Identifiers-*United States (South)

Statistical data and narrative descriptions are presented on state appropriations, tuition and fees, faculty compensation, enrollment, and degrees awarded for the 14 Southern Regional Education Board (SREB) states and Oklahoma. Trends include the following: from 1972 to 1982, appropriations of state tax funds for higher education operating expenses increased 254 percent in the South and 198 percent in the nation; state operational appropriations for higher education, as a percent of state taxes, ranged from 12 to 20 percent in the southern states; almost half of total current funds revenues of public institutions in the SREB states came from state appropriations, while tuition and fees, federal government contracts and grants, and auxiliary enterprises each provided around 11 percent; the rate of expansion of students enrolled in southern institutions of higher education (504 percent) surpassed the 433 percent rate of the United States; enrollment in public institutions accounted for 59 percent of total enrollment nationally and 66 percent in the southern region in 1960; in 1980, the corresponding figures were 78 and 84 percent, respectively, indicating substantial expansion in the public sector; two-year college enrollments in the private sector were about 4 percent higher in the South than in the nation, and the percentage of students attending public two-year institutions was somewhat lower; in 1979-80, women received 50.2 percent of the bachelor's degrees, 21.2 percent of the first professional degrees, 54.8 at the master's level, and 30.2 percent of the doctorates awarded in the SREB states; and the number of first professional degrees awarded in the South increased by 83 percent from 1970-71 to 1979-80. (SW)

ED222202 JC820450

Smith, Jean Burr, Ed.

Communitas 82: Connecticut's Community College Professional Staff Journal.

Connecticut Regional Community Colleges, Hartford. Board of Trustees.
Pub Date 15 Mar 82
Note-67p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Faculty; *Community Colleges; *Faculty Development; Honor Societies; Individualized Instruction; Nontraditional Students; Religious Organizations; Sabbatical Leaves; Stress Variables; Teacher Exchange Programs; *Teaching Methods; Two Year Colleges; Visual Impairments; Writing (Composition)

Identifiers-*Connecticut

This issue of "Communitas" contains 12 articles by Connecticut community college professional staff. In "On the Higher Illiteracy in America," Grant Roti analyzes the grammatical and punctuation errors in a standard scholarly work. Edward Bollenbach's "Teaching Stress Management in the Community College Environment" summarizes participant activities in Northwestern Connecticut Community College's (NCCC's) stress management course. In "Individualizing Introductory Social Science Courses," Sue Corcoran discusses individualized, mastery-based psychology instruction. "A Plea for the A B C's (Advising, Better Counseling)," by Joyce Hirschhorn, stresses the value of mid-term student-teacher conferences and advisement counseling. In "Developmental Studies in the Community College," Thomas Hodgkin focuses on the development and accomplishments of NCCC's program. The Greater Hartford Campus Ministry is the topic of Jean Blanning's essay, "A Religious Ministry in a Community College." "The Non-Traditional Student at Middlesex Community College," by Carol Milatz, considers the special problems and characteristics of older students. In "Why They Hugged in Minneapolis," Bill Nagle discusses the personal benefits derived from involvement in the Phi Theta Kappa honor society. In "Spotlight On...," Betsy Doane describes her experiences as a visually handicapped mathematics instructor. Ben Thomerson, in "A Californian in Connecticut," considers the benefits and insights obtained from teacher exchange experiences. Carol Weiss discusses her experiences in the Yale University Visiting Faculty Program in "How a Faculty Member from a Shopping Center Community College Found Happiness in the Hallowed Halls of Ivy." Finally, in "Sabbatical: A Time of Rest," Mike Moran describes his sabbatical leave activities. (AYC)

ED221683 CE033710

Skutack, Dan E.; And Others

Georgia Vocational Evaluation System. On Site Component. Second Annual Report.

Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date 81

Note-252p.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Evaluation Methods; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Evaluation; Secondary Education; *Vocational Education

Identifiers-*Georgia

During fiscal year 1981, 56 secondary and 10 postsecondary institutions were evaluated on-site in Georgia. Data were gathered and a composite picture of the secondary and postsecondary institutions was presented based on vocational standards and criteria from the state's assessment guides. Some general conclusions compiled by the evaluation reports include the following: (1) program improvement could be enhanced through strict adherence to criteria for each standard as presented in the assessment guides; (2) although written statements of philosophy and purpose were found in almost all institutions, 30 percent did not review their statements annually; (3) personnel evaluation instruments need upgrading; (4) few long-range plans were in existence; (5) considerable improvement has been noticed in the development of sequentially constructed courses; (6) performance evaluation is lacking; (7) vocational education courses lack safety standards; (8) minimum grade levels for reading and computational skills need to be established; (9) an increase in cooperative education programs is needed; (10) inadequate guidelines for admissions are apparent; (11) coordination between special needs personnel and vocational instructors continues to need improvement, despite strides having been made; (12) more use needs to be made of advisory councils; (13) guidance and counseling techniques need to be updated; (14) physical facilities need to be upgraded; and (15) a continuing emphasis on job placement and student follow-up is imperative. (The bulk of this document consists of composite data gathered from the on-site evaluations, by standard, for secondary and postsecondary schools.) (KC)

ED221789 CG016215

The Public Inebriate: Overview and Alternatives to Jail. A Report from the National Conference on the Public Inebriate (1st, Racine, Wisconsin, July 14-16, 1980).

Wisconsin Clearinghouse for Alcohol and Other Drug Information, Madison.
Pub Date 81
Note-77p.
Available from-Wisconsin Clearinghouse, 1954 E. Washington Ave., Madison, WI 53704.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alcoholism; *Antisocial Behavior; *Correctional Institutions; Court Litigation; Court Role; *Criminal Law; Delivery Systems; *Health Services; Literature Reviews; *Rehabilitation Programs; State of the Art Reviews
Identifiers-*Public Drunkenness

This report, based on a national interdisciplinary conference, provides a historical perspective as well as a review of recent research on the topic of public drunkenness. The materials look at the problem from the perspective of the community, health care providers, and the criminal justice field. Legal issues are discussed, especially the Uniform Alcoholism and Intoxication Treatment Act, and a full range of treatment alternatives are provided. The "Action Agenda" developed by conference participants is highlighted. The conflicting goals in decriminalizing public intoxication are discussed along with the status of decriminalization legislation in various states. The appendices contain a list of conference speakers and participants, information on the status of the Uniform Act in states that have not enacted it, a state-by-state list of uniform act implementation grants, addresses of public inebriate programs mentioned in the report, and descriptions of conference-sponsoring organizations. (JAC)

ED221813 CG016251

Snow, Mary B.

Characteristics of Families with Special Needs in Relation to Schools. Technical Report.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 30 Apr 82
Note-117p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Elementary Secondary Education; Family (Sociological Unit); *Family Characteristics; *Family School Relationship; *High Risk Students; Individual Differences; *Low Income Groups; Minority Groups; One Parent Family; Parent Participation; Physical Disabilities; Rural Family; *Student Needs
Identifiers-*Appalachia; *Dual Career Family

School districts in the Appalachia region have identified six particular types of families who have special needs related to the school, including: (1) families with low socioeconomic status; (2) single parent families; (3) two-job families; (4) families with chronically ill or handicapped children; (5) isolated rural families; and (6) minority families. A literature review, survey of each type of family, and interviews with school personnel showed variation in the degree to which each special need family differed from all other families. Families with low socioeconomic status were the most distinct as a group while two-job families were least distinct. Single parent families and families with handicapped children were more likely to perceive themselves as having special problems as parents. Minority parents held higher aspirations for their children than non-minority parents. Selected references are appended for each type of family. (Author/JAC)

ED221834 CS006826

Rigg, Pat; Kazemek, Francis

Literacy and Elders: What We Know and What We Need to Find Out.

Pub Date [80]

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Discrimination; *Literacy; *Older Adults; Reading Attitudes; Reading Instruction; *Reading Interests; *Reading Research; *Research Needs; Social Bias; Teaching Methods

Although there is a paucity of research-based information about the literacy of the aged, educators, researchers, and authors continue to propose certain practices and advocate certain positions, often while operating under unconscious or unexamined biases against the elderly. What research has been done indicates that literacy instruction that not only stresses the importance of social interaction, but also allows elders to participate in the actual program planning--which gives them control over the situations that affect their lives--has demonstrated that the "diminished view" elders often have of themselves can change dramatically. The little empirical data available also point to the fact that reading interests of the elderly vary just as they do in the general population, but few commercial publishers seem to be interested in developing reading materials for this group. Thus, the literature illustrates a need for further empirical research into the perceptions of reading and writing held by the elderly. Such research should not assume that elders are "old children" who need "back to basics" instruction, or that elders share the same needs, beliefs, and interests with a college-educated public. Rather, this research should investigate the elderly's concepts of the purpose of reading and writing, assess their reading needs as well as their reading interests, and examine the effect of societal expectations of the abilities of the elderly on their reading behaviors and interests. (HTH)

ED221854 CS006856

Crismore, Avon; Gerow, Joshua

Using a Discourse Comprehension Test to Predict Introductory Psychology Performance.

Pub Date [79]
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; Comparative Analysis; *Educational Research; Higher Education; Language Usage; Listening Comprehension; *Predictive Measurement; Prognostic Tests; *Psychology; Reading Comprehension; *Reading Tests
Identifiers-*Discourse Comprehension Abilities Test; *Nelson Denny Reading Tests

Prediction of academic success in introductory psychology courses is useful for both students and teachers. Although scores on the major intellectually oriented standardized aptitude tests are often useful predictors of introductory psychology grades, these scores are frequently unavailable. When major standardized measures of general intellectual aptitude cannot be used, it has been found that the Nelson Denny Reading Test (NDRT) predicts semester grades equally well. Still, in order to enhance the predictability of success in these courses, an intellectually oriented instrument, the Discourse Comprehension Abilities Test (DCAT) was constructed. Part 1 of the DCAT, the Language Usage Test (LUT), is a 20-minute paper and pencil test consisting of three subtests. Part 2 of the DCAT, Listening Comprehension (LC), consists of three taped subtests totalling 25 minutes. The purpose of this study is to determine the extent of correlation between scores on the DCAT and the criterion measure, semester point totals, in introductory psychology classes for which entrance tests were largely unavailable, and to determine if the DCAT scores are comparable or superior to NDRT scores as predictors of academic performance. Results indicate that although the DCAT and NDRT both appear to be useful predictors of classroom performance, the DCAT is apparently the stronger predictor. (HOD)

ED221876 CS207212

Nikolay, Pauli Bamlett

"Our Young Authors": A Writing Program That Really Works!

Pub Date Mar 82

Note-10p.; Paper presented at the Annual Meeting of the Wisconsin State Reading Association Spring Conference (Oconomowoc, WI, March 18-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Assembly Programs; Awards; Elementary Secondary Education; *Enrichment Activities; *School Activities; *Student Participation; *Student Projects; *Writing Exercises

Identifiers-*Contests; *Our Young Authors (Writing Project)

"Our Young Authors" is a writing project held each spring semester at the Cambridge Elementary-Junior High School (Wisconsin) open to all children in the school. Begun in 1978, the program is thriving, with over 90% of the students having participated in the competition in 1982.

Students create their own books according to timelines and guidelines distributed by the school. These guidelines cover format, possible topics, and contest procedures. Classroom teachers choose 5 stories to send on to the judges, for a total of 15 stories at each grade level. Stories are judged for organization, clarity, grammar, transitions, originality, word choice, descriptions, characters, title, length, and neatness. Each entrant receives a certificate of merit, and the authors of the five best stories in each grade level receive a ribbon award presented during a special assembly. Other schools can institute the same program by getting the support of their administrators, finding someone willing to be the project coordinator, and following the rest of the procedures used in this writing project. (JL)

ED221918 EA014971

Little, Judith Warren
The Power of Organizational Setting: School Norms and Staff Development.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Apr 81
Contract No-400-79-0049
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Adapted from "School Success and Staff Development: The Role of Staff Development in Urban Desegregated Schools" (ED 206 745). For related documents, see ED 205 628 and ED 206 745.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role; *Educational Innovation; Elementary Secondary Education; *Faculty Development; Group Dynamics; *Informal Organization; Inservice Teacher Education; Organizational Theories; Peer Relationship; Role Perception; Role Theory; School Effectiveness; School Organization; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Role
Identifiers-*Collegiality

Observations of and interviews with teachers and administrators in three elementary and three secondary schools provided support for the hypothesis that the social organization of the school as a workplace affects the fruitfulness of staff development efforts and the effectiveness of the school as a whole. This report reviews the relevant literature on organizational theory and role theory, applies these theories to the school setting, and presents the findings of the research based on these theoretical approaches. The first of two sets of findings centers on the character of the school as a workplace in which teachers' role expectations inhibit or encourage collegiality and openness to innovation. The character of the school is explored in terms of the kinds of work practices followed; the degree, location frequency, practicality, relevance, reciprocity, and inclusivity of staff interactions; the status, knowledge levels, and role competence of the individual staff members; and the general and specific influence of the principal. The second set of findings focuses on characteristics of influential staff development efforts, notably the degrees of collaboration, collective participation, focus, and time involved. The relationship between school effectiveness and each characteristic considered in both sets of findings is explored as each characteristic is discussed. (PGD)

ED221957 EA015123

Proceedings of the Annual Meeting of the Association of the Physical Plant Administrators of Universities and Colleges (69th, Phoenix, AZ, June 6-9, 1982).

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.

Pub Date 82

Note-267p.; Photographs, some charts and graphs, and computer printout materials may reproduce poorly or not at all, due to illegibility or small print of original document.

Available from-Managing Editor, Association of Physical Plant Administrators of Universities and Colleges, Eleven Dupont Circle, Suite 250, Washington, DC 20036 ($15.00, members; $21.00, non-members).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administration; Asbestos; *Building Operation; Collective Bargaining; Cost Effectiveness; Discipline; Educational Facilities Improvement; *Energy Conservation; Equipment Maintenance; *Facility Requirements; Higher Education; Labor Needs; Lighting; Microcomputers; Public Relations; Quality Control; *Resource Allocation; Safety; *School Maintenance

Identifiers-*Physical Plant Administrators

All 22 papers presented at the 1982 meeting of the Association of Physical Plant Administrators are contained in these proceedings. The papers are organized under four topical areas: resource management, energy management, maintenance programs, and physical plant management. Resource management area papers offer advice on establishing a day cleaning program, disciplinary counseling, microcomputers in physical plant operations, what to do when receiving a work promotion, and the fiscal implications of collective bargaining in higher education. Energy management papers concern outside air units, retrofit lighting, and cogeneration. Papers grouped under maintenance programs deal with managing a maintenance manpower crisis, preventive maintenance, testing programs for hazardous chemical handlers, and asbestos assessment and control. Physical plant management papers concern quality control, public relations, vehicle fleet management, concentrated preventive maintenance programs, involvement in construction projects, and a computerized job cost control and billing system. Four general session papers discuss different aspects of managing the physical plant department. At the end of the publication, exhibitors are listed alphabetically by company name. A list of the convention registrants also includes their places of employment. (MLF)

ED221996 EC150064

Miles, M.

Hearing Impaired Children in Rural Pakistan: Constraints, Priorities and Action.

Pub Date Apr 82
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Delivery Systems; Foreign Countries; *Handicap Identification; Hearing Aids; *Hearing Impairments; *Intervention; *Parent Associations; Parent Role; *Rural Areas; *Self Help Programs; Young Children
Identifiers-*Pakistan

The paper reviews current efforts in early identification and provision of services to the hearing impaired in Pakistan and discusses possible strategies over the next 10 years in rural areas which currently offer no services. Needs in the area of preschool identification and intervention are identified and include proper assessment, appropriate hearing aids, home training by parents, and parent-professional collaboration. Since special schools and professional services could not begin to meet the needs of the hearing impaired, the author recommends locally based programs utilizing normal schools and the parents of the hearing impaired. It is suggested that even a few parents could form an association and pool their resources so that their children can be properly assessed, hearing aids purchased, and a local technician trained in hearing aid servicing. It is thought that such a group would serve as an example of what can be done through local self help groups to improve the lot of hearing impaired children. Foreign technical assistance is seen as providing pump priming, organizational help, and technical development of appropriate hearing aids and audiometers. (DB)

ED222032 EC150301

Colbourn, Marlene Jones
Computer-Guided Diagnosis of Learning Disabilities: A Prototype.
Saskatchewan Univ., Saskatoon.
Spons Agency-Saskatchewan School Trustees Association, Regina.
Pub Date Aug 82
Note-203p.; Master's Thesis; University of Saskatchewan. Publication of the Dept. of Computational Science.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Computer Managed Instruction; *Computer Programs; Educational Diagnosis; Elementary Education; *Learning Disabilities; *Reading Diagnosis

A computer based diagnostic system to assist educators in the assessment of learning disabled children aged 8 to 10 years in the area of reading is described and evaluated. The system is intended to guide the diagnosis of reading problems through step by step analysis of available data and requests for additional data. The system provides a diagnostic report of its findings including areas and skills which require remediation or further assessment. The model on which the educational diagnostic process is based is the McLeod Educational Diagnostic Model consisting of four stages: retrospective, definitive, analytic, and prescriptive. Within each stage, three levels are considered--basic educational skills, psychoeducational skills, and noneducational factors. The system is intended to be used by teachers of regular classrooms or of resource rooms who have some familiarity with standard diagnostic procedures. The programing language LISP and a DEC 2060 computer were used to develop the program. The system was evaluated by comparing machine diagnoses to human diagnostic reports. This required encoding of the human diagnostician reports in terms of the expert system's descriptors and descriptor classification scheme. Results indicated that the export system's diagnoses were accurate, often providing more detailed information than human reports. Human reports often contained subjective impressions of child attitude and deportment not in the computerized reports. The system is thought to be appropriate for extension into mathematics and spelling, into other age ranges, and for use on microcomputers. Much of the report consists of four appendixes containing definitions of terms, an example of the system's performance, experimental data, and the encoded control structure. (DB)

ED222072 FL013238

Strasheim, Lorraine A.

"Winding Down" the Year Positively, Painlessly, and Pleasurably.

Pub Date 82
Note-15p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Louisville, KY, April 22-24, 1982). In: ESL and the Foreign Language Teacher.
Available from-Not available separately; see FL 013 228.
Document Not Available from EDRS.
Descriptors-Class Activities; *Classroom Techniques; *Course Evaluation; Course Objectives; Cultural Education; Elementary Secondary Education; Higher Education; Instructional Design; Instructional Innovation; *Review (Reexamination); *Second Language Instruction; Speech Communication; Student Attitudes; *Teaching Methods

The ending of the academic year of second language instruction is discussed. It is suggested that vocabulary and grammar review be used in communicative activities and that the review should not be started too early in the final grading period (i.e., a week and a half may be allowed for the review and the test). Emphasis should be placed on the progress the students have made, and consideration should be given to oral performance and listening comprehension. Fun activities for the last few days of the semester are also a good idea. Two kinds of global learning activities that should be included in the last part of a course are: communicative activities that involve synthesis and integration of linguistic phenomena, and cultural activities that are concerned with the development of cultural insights and knowledge of the world in which the target language is used. Specific kinds of integrative activities are noted. Some culture-related examples are foods, modes of transportation, and professions. Specific activities are suggested for teachers of Latin, Spanish, and German. (SW)

ED222111 HE015491

Employment of Recent Science and Engineering (S/E) Graduates in S/E Fields Increased. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No-NSF-82-320
Pub Date 13 Aug 82
Note-7p.
Available from-Division of Science Resources Studies, National Science Foundation, Washington, DC 20550.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bachelors Degrees; Biological Sciences; *College Graduates; Computer Science; *Education Work Relationship; Employment Opportunities; *Employment Patterns; *Engineering; Females; Graduate Surveys; Higher Education; Labor Supply; *Labor Utilization; Majors (Students); Males; Masters Degrees; Mathematics; Minority Groups; Occupational Surveys; Physical Sciences; *Sciences; Social Sciences; Vocational Followup
Identifiers-*New Entrants Survey

Major findings are presented of the 1980 New Entrants Survey, which was conducted to assess the early experience of 1978 and 1979 recipients of bachelor's and master's degrees in science and engineering (S/E) fields. The results of earlier surveys of recent S/E graduates conducted in 1976, 1978, and 1979 and a 1981 rapid-response survey of industrial employers are also addressed. A stratified sampling procedure was used, including one stage for institutions and a second stage for graduates. The 1980 sample included 192 institutions and 27,750 graduates, and the overall response rates for bachelor's and for master's degree recipients were 58.3 percent and 50.3 percent, respectively. Findings include the following: the 1978 and 1979 S/E graduates achieved higher employment rates in 1980 than those reported by their 1974 and 1975 counterparts for 1976; of the new bachelor's degree entrants in the 1980 labor force, 96 percent were employed, inside or outside of S/E fields, compared to 91 percent 4 years earlier; at the master's degree level, the comparable figures were 98 versus 95 percent; the proportion of new S/E graduates in the labor force employed in S/E jobs was also higher in 1980 than in 1976; the employment rate for social science baccalaureates in all fields--both S/E and non-S/E--was 96 percent in 1980; women with S/E bachelor's degrees achieved essentially the same employment rate as men, 96 percent versus 97 percent in 1980; the demand for new graduates in computer science continued to be strong in 1980; and there was an approximate supply/demand balance in engineering and chemistry, although shortages occurred in some engineering specialties. (SW)

ED222182 IR010415

Miller, Inabeth

Microcomputers and the Media Specialist: An Annotated Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-IR-57
Pub Date 81
Contract No-400-77-0015
Note-74p.
Available from-Information Resources Publications, 130 Huntington Hall, Syracuse University, Syracuse, NY 13210 (IR-57; $4.25 plus $1.00 minimum shipping).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies; Community Services; *Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; *Computer Programs; Elementary Secondary Education; Futures (of Society); *Input Output Devices; *Learning Resources Centers; Library Automation; Library Services; *Microcomputers; Video Equipment
Identifiers-Computer Games; Computer Program Selection; Computer Selection

An overview of the literature reflecting the rapid development of interest in microcomputer use in education since 1978 is followed by an annotated bibliography which lists books, articles, and ERIC documents in nine categories. The first section includes materials of general interest--historical background, guides to using computers in the educational process, books for home hobbyists, cost studies, and others not classifiable elsewhere. Considerations in purchasing computers for both small- and large-scale investments are emphasized in the section on hardware. The software section lists publications which analyze sources, problems, evaluation criteria, and computer review access needs. Varied educational applications are grouped together, while library projects, collection building and access, community teaching, and online systems are topics included under the library applications heading. The alternative sites section includes publications describing computer uses in museums, learning parks, summer camps, prisons, hospitals, parks, and community centers. A section on games and toys focuses on electronic learning aids, video games, and classroom computer simulations. Computer literacy and future prospects are the final topics. An author index and list of journals (with addresses) complete the bibliography. (LMM)

ED221665 CE033224

Kienast, Kay E.; Lovelace, Bill E.

Vocational Education Personnel Development Needs for Working with the Handicapped. Final Report.

Educational Innovators, Inc., Richardson, TX.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date Sep 81
Contract No-300-80-0865
Note-283p.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Competence; Competency Based Education; *Disabilities; *Educational Needs; Educational Planning; *Faculty Development; Inservice Teacher Education; Mainstreaming; Needs Assessment; Postsecondary Education; Secondary Education; Staff Development; *Teacher Education; *Teacher Educators; Vocational Education; *Vocational Education Teachers

As part of a project dealing with personnel training requirements for vocational educators who serve handicapped students, this investigation identified the training needs of both vocational teachers and teacher educators. According to the final report of this phase of the project, input was solicited from both vocational teachers and vocational teacher educators in the 50 states and Puerto Rico. Two national needs assessment surveys were used to identify the training needs with little difference found in the perceived training needs of vocational education teachers and vocational teacher educators. Top priorities assigned to training needs were derived from the knowledge, rather than the competency statements on the 96-item survey. The majority of these needs related to assessment of students and interpretation of the results; characteristics and capabilities of students; job placement; and legislative requirements. The greatest training need perceived by the teachers was how to interpret the reports of other professionals. Teacher educators identified long-range planning needs, using appropriate materials and determining appropriate student performance as priority needs; the highest need perceived by the teacher educators was orienting potential employers of handicapped students. It was concluded that the 96-item survey was a reliable document for surveying training needs of vocational education personnel working with handicapped students, and that future teacher education programs should be based on the findings of this and similar surveys. (KC)

ED221765 CE034186

Hill, Pamela

Starting System. Introduction: Things for You to Know. Student Manual. Small Engine Repair Series. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 81

Note-55p.; For related documents see ED 146 392 and CE 034 181-188.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Check Lists; *Disabilities; *Engines; Industrial Arts; Instructional Materials; Job Skills; Rating Scales; *Repair; *Safety; Secondary Education; Trade and Industrial Education

Identifiers-*Ignition Systems; *Small Engine Mechanics

This student manual introducing the starting system is the first of three in an instructional package on the starting system in the Small Engine Repair Series for handicapped students. The stated purpose for the booklet is to help students learn things about the starting system, safety, and good habits. Informative material and diagrams are provided on the starting system, four types of small gas engine starters, parts of the rope rewind starter, safety rules, and good work habits. Review questions follow brief sections of information. Two rating scales and charts are included for evaluation of student progress. (YLB)

ED221898 CS503974

Engleberg, Isa N.

Andragogy in Community College Communication Courses.

Pub Date Nov 82

Note-9p.; Paper presented at the Annual Meeting of the Speech Communication Association (Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Students; *Community Colleges; Course Content; Higher Education; Nontraditional Students; *Speech Curriculum; *Speech Instruction; *Student Motivation; Student Needs; Two Year Colleges

Identifiers-*Andragogy

Significant differences in self-concept, levels of experience, readiness to learn, and student motivation make the task of teaching adults quite different from that of teaching children. More than any other academic area, speech communication is uniquely suited and able to incorporate andragogical theory into its teaching methodologies, especially in the community college. Compared to their four-year college counterparts, community colleges enroll more older, part-time, female, married, minority, and evening students. The speech communication course can be designed to meet all three adult learner motivations: goal orientation, activity orientation, and learning orientation. For the adult with a "learning orientation," there is a rich heritage in speech communication dating back to Aristotle and continuing with the highly sophisticated and scholarly research found in the pages of contemporary communication theory textbooks. For the "activity oriented" student, the course may be the only class where students are encouraged to get to know each other better. And for the "goal orientation" student, the speech course can provide highly relevant learning opportunities. (HOD)

ED221977 EC150044

Grosenick, Judith K.; And Others

National Needs Analysis in Behavior Disorders. Working Paper:

Psychotherapy as a Related Service.

Missouri Univ., Columbia. Dept. of Special Education.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date May 82

Grant-G00810817

Note-86p.; One page of the document contains cropped type. For related documents, see ED 203 593-595 and ED 215 540.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Compliance (Legal); Costs; *Court Litigation; Elementary Secondary Education; *Emotional Disturbances; *Psychotherapy

Identifiers-*Education for All Handicapped Children Act; Rehabilitation Act 1973 (Section 504); *Related Services

Controversy surrounding the provision of psychotherapy as a related service to emotionally disturbed students is examined. Key issues in the question, including definitional issues, economic realities and financial concerns, and the need for related services for educational vs. medical reasons, are analyzed. Interpretations on the topic by state and federal courts, the Office of Civil Rights (OCR), and Special Education Programs (SEP) are presented, along with relevant sections of the regulations for P.L. 94-142, the Education for All Handicapped Children Act, and Section 504 of the Rehabilitation Act of 1973. (Texts of 10 interpretations are appended.) A polarization is noted, in which OCR and state and federal courts consistently find psychotherapy to be a related service within the meaning of the P.L. 94-142 regulations, while SEP has interpreted the law more strictly. Future uncertainty about regulatory and/or statutory changes is seen to further increase confusion on the issue. (CL)

ED222052 FL013218

Ehrich, Veronika U.

Discourse Organization and Sentence Form in Child Language: How Children Describe Rooms.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date 82

Note-9p.; In its: Papers and Reports on Child Language Development, Number 21, p55-62.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language; Children; Cognitive Development; *Coherence; Communicative Competence (Languages); *Connected Discourse; Discourse Analysis; Dutch; *Language Acquisition

Adults' and children's descriptions of rooms were compared in terms of the cognitive and communicative aspects of segmentation and linearization. Children's increasing ability to gain structural discourse transparency by using specific linguistic devices was examined. A total of 50 Dutch-speaking children of ages 4, 6, 8, 10, and 12 described a room which had earlier been described by 20 adults. While the adults segmented their room descriptions according to distinct furniture groupings, this skill was not shown by the children until the age of 6, and increased with age. Adults linearized their descriptions by proceeding along the walls or according to types of furniture. No linear organization was apparent in the 4-year-olds' descriptions, but a dramatic increase in linearization was observed from ages 6 to 8. No further developmental progression was noted after the age of 8. The results show developmental changes in the coordination of cognitive and communicative aspects of discourse organization. The discrepancy in the cognitive and communicative systems decreases with increasing age. Although the subjects have gained the appropriate linguistic devices by age 8, they are unable to use these devices in such a way as to make the discourse structure fully transparent until the age of 12. (RW)

ED222128 HE015535

Holsenbeck, Daniel C.; Tiffany, David M.

A Survey of Legislative Attitudes and Influence Factors on Higher Education in Alabama: 1980.

Pub Date 15 Feb 82
Note-33p.; Paper presented at the Southeastern District III Conference, Council for the Advancement and Support of Education (February 15, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes; Attitude Change; Elementary Secondary Education; *Government School Relationship; *Higher Education; *Information Sources; Interpersonal Relationship; Interprofessional Relationship; *Legislators; Public Opinion; *School Attitudes; *State Departments of Education

The attitudes of current and former Alabama legislators and educators toward higher education were surveyed. Attention was directed to current attitudes about higher education and changes in attitudes in the last 10 years, along with views on the influence of information sources. Questionnaire respondents were asked how accurate and responsive state educational agencies are to their inquiries about higher education, and how much influence information sources have on their general feelings and attitudes toward higher education. An additional question sought to determine the relationship, if any, between feelings about elementary/secondary education and higher education. Specifically, the effectiveness of information provided by the Alabama Commission on Higher Education, the State Department of Education, and the universities were investigated. Using a Likert scale, respondents rated the influence of 25 factors including the Alabama Education Association (a quasi-union), campus newspapers, faculty and student contacts, institutional executives, trusted friends, and the Governor's staff, among other influences. The summaries of responses to the questionnaire are appended. Overall, current members of the Alabama Legislature appeared to have a supportive attitude toward higher education. It is suggested that the favorable attitude is generated and maintained by the legislators' previous personal experiences and their present and future personal contacts with friends, educators, and students. In comparing attitudes over a 10-year period, 67 percent of the educators expressed the opinion that legislative attitudes today were less favorable than 10 years ago. The majority of both groups of legislators, however, disagreed to some extent that their favorable attitudes had declined. (SW)

ED221703 CE033836

HOME for STEPS. Homemaking Opportunity Modules for Education for Use with Surviving Today's Experiences and Problems Successfully. Compiled from Competency Based Modules Based on V-TECS Catalogs.

Marshall Univ., Huntington, W. Va. Dept. of Home Economics.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Pub Date Aug 82

Note-837p.; For related document, see CE 033 835.

Available from-West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

EDRS Price - MF05/PC34 Plus Postage.

Descriptors-Child Development; Competency Based Education; Contraception; Cooking Instruction; Drug Education; Family Life Education; Food; Grade 9; Grade 10; High Schools; *Home Economics; Homemaking Skills; *Home Management; *Housing; *Individual Development; Learning Modules; *Nutrition; Parenthood Education; Sewing Instruction; Sex Education; Venereal Diseases; Vocational Education

Designed to accompany Surviving Today's Experiences and Problems Successfully (STEPS) for 9th and 10th grade home economics courses, this volume consists of individualized learning packages dealing with four areas: management/family economics, human development, housing, and foods/nutrition. The book is divided into four parts. First, the teacher's section contains a summary sheet for each module, any supplementary information needed, and a check-out activity and answer key. Provided next are student modules. Each of these contains objectives, learner activities, student information, and student self-checks and keys. Included among the topics addressed in the course are the following: shopping with skill, problems with drugs and alcohol, methods of birth control, choosing toys and play materials for preschool children, handling conflicts in relationships, living with the elderly, helping children cope with fears, altering draperies, painting a wall, refinishing furniture, pruning shrubs, caulking seams and cracks, unclogging a drain, monitoring the home for electrical hazards, maintaining a safe kitchen, understanding label information and unit pricing, preserving food, cooking and baking, and nutrient needs. (MN)

ED221722 CE033901

Pribyl, Paul F.

Fire Behavior. Fire Service Certification Series. Unit FSCS-FF-3-80.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 80

Note-58p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7674, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Objectives; Course Descriptions; *Equipment Utilization; *Fire Fighters; Fire Protection; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; Teaching Guides; Units of Study

Identifiers-*Fire Extinguishers; *Fires; Wisconsin

This training unit on fire behavior is part of a 17-unit course package written to aid instructions in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 8.5-hour unit is to assist fire fighters in gaining an understanding of fire behavior--chemistry of the fire, flame spread, flashover, phases of burning, classes of fire, heat transfer, and extinguishing agents. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221743 CE033935

Wheeler, Jacqueline D., Ed.; Hebard, Chieko E., Ed.

Seafood Products Teacher Resource Guide.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Sea Grant Program.

Report No-VPI-SG-81-04

Pub Date [81]

Note-320p.; For related documents see ED 164 314 and ED 191 991-993.

Available from-Sea Grant Program, Extension Division, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061 ($6.50; quantity discounts available).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cooking Instruction; *Food; *Food Service; *Foods Instruction; Food Standards; Leaders Guides; *Nutrition; Postsecondary Education; Secondary Education; Units of Study

Identifiers-*Fishes; Sea Grant Program

This guide presents practical information about the characteristics and uses of seafood. The material can be used in several ways: as a seafood products program and teaching guide for home economics teachers, home demonstration club leaders, and extension agents; as a practical guide to the selection and preparation of seafood for consumers; and as a general sourcebook on seafood products for seafood retailers and laypersons. The manual is divided into seven parts covering the following topics: shellfish, finfish, special species of marine food products, manufactured fishery products, general information, seafood preparation, and composition and nutrition. Each unit contains 3 to 11 lessons of information on specific topics in that unit. Information sheets are illustrated with line drawings. Appendices to this guide focus on the chemical composition of fish, a glossary, bibliography, and a list of suggested teaching aids and sources. (KC)

ED221938 EA015030

Heller, Mary F.
The Process of Curriculum Development: An Overview of Research.
Pub Date Feb 81
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies; *Curriculum Development; Educational Change; Educational Innovation; Educational Planning; Elementary Secondary Education; Models; Program Implementation; *Staff Role; Urban Schools

The literature on the evaluation of curriculum development reveals several characteristics of curriculum planning and implementation processes that are likely to facilitate change. Part 1 of this two-part report presents the results of an analysis of 34 documents, available through the ERIC system, on curricular development. Each of several factors involved in successful curricular development (including curriculum planning, the roles played by individuals in the process, the classroom environment, the curriculum change concerned, and the evaluation strategy) is broken down into several topic areas, and the documents addressing these topics are identified. From this review the author concludes that successful innovations involve child-centered, individualized curricula as well as teachers as primary "change agents," continuous parent and community involvement, inservice activities building teacher competencies, basic skills and career awareness components, systematic planning for change, awareness of staff roles, and good evaluation and monitoring systems. Part 2 of the report offers a linear process model, based particularly on the work of Ronald Doll, for defining collective and individual roles in the curriculum development process. Special attention is paid to the role played by the central office staff. Relevant documents from the 34 listed are again noted. (PGD)

ED222095 HE015091

Souque, Jean-Pascal, Ed.; Dufour, Paul, Ed.

Quebec Science Education: Which Directions? Proceedings of a Symposium Sponsored by the Science Council of Canada and the Association des Professeurs de Sciences du Quebec (March 1982). P82/2.

Association of Professors of Science of Quebec (Quebec).; Science Council of Canada, Ottawa (Ontario).

Report No-ISBN-0-662-11989-4

Pub Date Mar 82

Note-125p.; Published in French under the title "Les sciences au Quebec: Quelle education?" (October 1981).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational History; Educational Objectives; Elementary School Science; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Higher Education; Learning Motivation; *Science Education; Science Teachers; Social Change; *Student Development; Trend Analysis

Identifiers-*Quebec

Proceedings are presented of a symposium on science education in Quebec, which was sponsored by the Science Council of Canada and the Association des Professeurs de Sciences du Quebec. Papers and authors addressing the background and present state of Quebec science education are as follows: "Science Teaching at the Secondary Level: An Evaluation" (Louis Ste-Marie); and "Science Teaching: An Answer or a Question?" (Marcel Risi). In addition, comments are offered by Graziella Levy concerning developments at the secondary and primary levels and by Alexander Liutec concerning the present and future situation of science education in the English sector. Future directions for science teaching in Quebec are addressed in "What Sort of Scientific Education for What Sort of Society?" (Jacques Desautels). Graeme Welch also discusses the future directions for science education and suggests that science teachers must assume responsibility for reinforcing linguistic, mathematical, and cognitive skills development of students. Future directions in Quebec are also addressed by Germain Gauthier, who identifies some important characteristics of the social and educational environment in Quebec and outlines possible approaches to science education. The topic of popularization is discussed by Pierre Sormany with regard to the accuracy of scientific subject matter in popular texts and approaches to interest students in science. A concluding statement by Gilbert Lannoy summarizes the scope of the comments and papers presented in the symposium, and additional summaries are presented of these presentations and of discussions. Appended materials include a symposium program and a paper, "Science Teaching in Quebec. Why? For Whom?" (Raymond Duchesne). (SW)

ED222162 HE015688

Koch, James V.

Salary Equity Issues in Higher Education: Where Do We Stand? AAHE-ERIC/Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date Oct 82
Contract No-400-77-0073
Note-9p.
Available from-Publications Dept., American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($.75).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty; *Court Litigation; Court Role; *Employment Practices; Equal Protection; *Evaluation Methods; Faculty Evaluation; Higher Education; Job Analysis; Males; Multiple Regression Analysis; Personnel Policy; Research Methodology; *Salary Wage Differentials; *Sex Discrimination; Teacher Salaries; Women Faculty
Identifiers-Civil Rights Act 1964 Title VII; Equal Pay Act 1963

Salary equity issues in higher education are examined with reference to sex discrimination in faculty salaries, the law and its application, judicial deference toward higher education, and the nature of salary equity evidence. The basis for most salary equity studies has been the simple observation that salaries of male professors are generally higher than those of female professors, even within the same academic rank. Information is presented on salaries for male and female professors for the 1981-82 academic year. Similar relationships exist for all academic ranks in both public and private institutions. Two pieces of legislation, the Equal Pay Act of 1963 and Title VII of the Civil Rights Act of 1964, provide the primary basis for current salary equity studies and legal proceedings. In any legal action, an aggrieved faculty member may choose to make the claim as an individual or as a representative member of an injured class, such as all women faculty. Even if a plaintiff demonstrates that one academic position requires about the same skills, effort, and responsibility as another and that a salary differential exists between the individuals who occupy the two positions, the plaintiff's case still fails legally if the salary differential is attributable to a seniority system, a bona fide merit system, differences in the quantity or quality of work, or factors other than sex. The school is likely to use faculty evaluation data to defend its claim that observed salary differentials are appropriate. Three major methods that have been employed in the courts to examine salary equity are job evaluation, pairwise comparisons, and multiple regression. (SW)

ED221684 CE033711

Bauer, Robert

Analysis of the Ohio Occupational Achievement Tests.

Tau Associates, Inc., Fairmont, WV.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date Dec 81

Note-71p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Achievement Tests; Administrator Attitudes; *Correlation; *Curriculum; Educational Research; Employer Attitudes; High Schools; Job Placement; Job Skills; Occupational Tests; Predictive Measurement; Secondary Education; Success; Surveys; Teacher Attitudes; *Test Use; *Test Validity; *Vocational Education; Wages

Identifiers-*Ohio Vocational Education Achievement Test Program; West Virginia

Validity of the Ohio Vocational Education Achievement Test Program (OVEATP) was studied by determining the correlation between test scores and job placement rates, job success rates, wages, and curriculum content. Performance on the 2 tests in the OVEATP--a general ability test and 1 of 25 occupational tests--was found to be moderately correlated. The correlation between test scores and job success, as measured by employers' ratings, was nonexistent. A positive correlation was found between results of four trade tests and wages. A comparison of a sample of OVEATP occupational/task/activity analyses for certain tests with related West Virginia competency-based curriculums (CBC) showed a lack of correspondence, which suggested the OVEATP is not testing what is being taught. A survey administered to vocational technical center directors, teachers, and employers showed that directors perceived the OVEATP more positively than did teachers. (Seventeen pages of data tables with survey results shown on questionnaire forms are provided.) Appendixes, amounting to approximately one-half of the report, include the National Center for Research in Vocational Education study of the relationship between test performance and post-high school experiences. Those results are summarized in the report and the comparison of the OVEATP and West Virginia CBC is also included. (YLB)

ED221766 CE034187

Hill, Pamela

Starting System 1. Check and Replace the Starter Rewind Rope. Student Manual. Small Engine Repair Series. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 81

Note-35p.; For related documents see ED 146 392 and CE 034 181-188.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Check Lists; *Disabilities; *Engines; *Equipment Utilization; Industrial Arts; Instructional Materials; Job Skills; Rating Scales; *Repair; Secondary Education; Trade and Industrial Education

Identifiers-*Ignition Systems; *Small Engine Mechanics

This student manual on checking and replacing the starter rewind rope is the second of three in an instructional package on the starting system in the Small Engine Repair Series for handicapped students. The stated purpose for the booklet is to help students learn what tools and equipment to use in checking and replacing the starter rewind rope and all the steps of the job. Informative material and photographs are provided on the tools and equipment and the steps of checking and replacing the starter rewind rope. A rating scale and chart are included for evaluation of student progress. (YLB)

ED221790 CG016216

DiUlio, Jean; And Others

Mood-Altering Drugs: A Middle School Series. Revised Edition. Teacher's Guide [and Six Pamphlets:] An Introduction to Mood-Altering Drugs; Depressants or "Downers"; Alcohol - The No. 1 Drug; Stimulants or "Uppers"; Hallucinogens; [and] Marijuana or "Grass."

Wisconsin Clearinghouse for Alcohol and Other Drug Information, Madison.
Spons Agency-Wisconsin State Dept. of Health and Social Services, Madison.
Pub Date 82
Note-99p.
Available from-Wisconsin Clearinghouse, 1954 E. Washington, Ave., Madison, WI 53704.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alcohol Education; *Decision Making Skills; Drug Abuse; *Drug Education; Junior High Schools; Marihuana; *Middle Schools; Physiology; *Prevention; *Student Attitudes; Teaching Guides; Youth Problems

This guide is designed as a resource for parents and teachers to develop middle school students' critical thinking about mood-altering drugs. It consists of a series of six pamphlets which focus on each of the major types of mood-altering drugs; each pamphlet may be used alone or as part of a series. The teacher's guide contains a short summary of each pamphlet and background information for parents and teachers to use for further explanation and classroom discussion. The six-pamphlet series includes materials on: (1) an introduction to mood-altering drugs; (2) depressants; (3) alcohol; (4) stimulants; (5) hallucinogens; and (6) marijuana. Every pamphlet examines physiology and the effects of drugs on the body, issues related to specific drugs, and the decision-making skills that may be used by middle school students about drugs. (JAC)

ED221814 CG016252

Herzog, A. Regula; Bachman, Jerald G.

Sex Role Attitudes among High School Seniors: Views about Work and Family Roles. Final Report.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Jul 81

Grant-NIE-G78-0036

Note-260p.; Available in microfiche only, due to small print size of tables.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Aspiration; Attitude Measures; *Family Role; High Schools; *High School Seniors; Marriage; *Occupational Aspiration; Sex Differences; *Sex Role; Sex Stereotypes; *Student Attitudes; Trend Analysis; *Work Attitudes

Although sex roles seem to be undergoing substantial changes in today's society, the work and family roles of women remain quite different from those of men. Data from the Monitoring the Future project, a 2-year project focusing on high school seniors' sex role attitudes and the relationship of those attitudes to various plans for adult roles, confirmed that high school seniors were generally committed to the principle of equal opportunity but not to any principle of identical family roles. The overwhelming majority preferred the traditional role distinction in their own future marriages. Larger proportions of females favored complete equality in vocational and educational opportunities, while more males favored traditional sex roles; however, there were more similarities than differences between male and female responses. There were also few differences between the educational plans of male and female students; females seemed to take work as seriously as did males. Numerous data tables are provided to illustrate the research findings as well as a summary data chart that appears in the beginning of the document to aid the reader in finding particular tables of interest. (JAC)

ED221835 CS006827

Schadler, Margaret; Juola, James F.

The Development of Reading for Comprehension: An Information Processing Analysis. Final Report.

Kansas Univ., Lawrence. Dept. of Psychology.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-NIE-TR-82-15
Pub Date Mar 82
Grant-NIE-G-78-0179
Note-81p.; Appendices removed due to copyright restrictions.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Computer Oriented Programs; Elementary Education; *Eye Movements; Higher Education; Lexicology; Memory; *Metacognition; *Reading Comprehension; *Reading Processes; *Reading Research; Reading Skills; Visual Perception; *Word Recognition

This report summarizes research performed at the Universtiy of Kansas that involved several topics related to reading and learning to read, including the development of automatic word recognition processes, reading for comprehension, and the development of new computer technologies designed to facilitate the reading process. The first section explains how the development of automatic word recognition as a function of reading skill was investigated in seven experiments using Stroop-like tasks. It describes a longitudinal study of the development of automatic word recognition and how this skill is used by adults. It comments on the semantics effects in the development of this skill and examines the dimensions of lexical coding in Chinese and English. The second section reports on studies that examined the comprehension of brief passages, especially the forward and backward search processes in sentence integration. The third section reports on studies that present text in a rapid, serial, visual presentation format. The section emphasises (1) visual search and the reading of rapid, serial presentations of letter strings, words, and text; (2) such reading with and without eye movements; and (3) the role of comprehension and memory in reading rapid, serial presentations of text. Summaries and conclusions are provided in the final section. (HOD)

ED221855 CS006857

Crismore, Avon

An Experience with Milton's Discourse Reference: Pronouns and Processing.

Pub Date 82

Note-22p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Decoding (Reading); *Discourse Analysis; *Language Processing; *Pronouns; *Readability; *Reading Comprehension; Schemata (Cognition); Sentence Structure

Identifiers-*Areopagitica; *Milton (John)

Milton's style of pronominal reference in his essay, "Areopagitica," leads to a lack of comprehension at times and to slow processing. His use of demonstrative pronouns makes it difficult to identify antecedents precisely and quickly. For example, in one case a reader must go back over 400 words to find an antecedent. His use of relative pronouns produces the same confusing effect, requiring a time consuming, problem solving approach. Besides the same kind of processing problems caused by his use of demonstrative pronouns--remoteness of antecedent from pronoun, vagueness resulting from reference to a general idea of a preceding sentence, and reference to nouns that were not expressed but merely implied--his use of relative pronouns produces additional problems of placement and shifting. To readers lacking adequate knowledge or schemata of 17th century vocabulary, grammar, and oratory, Milton's formal style, long periodic sentences, unusual word order, ungrammatical sentences, and frequent coordination of phrases and clauses lead to difficulties of processing and require new strategies for decoding. (JL)

ED221877 CS207216

Humes, Ann

Research on the Composing Process: Methodology, Results, and Limitations.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-SWRL-TR-78

Pub Date 1 Sep 82

Contract No-NE-0-00-3-0064

Note-46p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies; Classroom Observation Techniques; *Research Methodology; *Research Opportunities; State of the Art Reviews; *Writing Processes; *Writing Research

Whereas previous research on writing focused on measurable aspects of written products, more recent research has focused on the processes of writing, using such research methodologies as laboratory case studies, naturalistic studies, quasiproduct studies that interpret results in terms of process, and studies that have unique procedures as a focus. In laboratory case studies, participants most frequently compose alone in a writing area theoretically free from distraction while researchers make notes about the writers' behavior during composing. Naturalistic studies take place within an ordinary setting for writing with the investigator as a participant-observer. Quasiproduct studies deal with revising activities. Drafts of compositions are collected, photocopied, and analyzed. Unique procedures are used to investigate a particular facet of the composing process such as the use of a particular writing implement. Information derived from using these new methodologies has discredited the strict linear model of the composing process: prewriting, writing, and postwriting. Rather, the information has verified what most competent writers know intuitively about the recursiveness of the writing process and about the subprocesses of composing: planning (setting goals and generating and/or organizing ideas), translating (transforming thought into its graphic representation), reviewing (appraising what has been done and what needs to be done), and revising (mentally changing the content and structure of the discourse as well as changing the actual text). (HOD)

ED221899 CS503975

Berger, Bruce A.; And Others

Implementation of a Systematic Desensitization Program and Classroom Instruction to Reduce Communication Apprehension in Pharmacy Students.

Pub Date Nov 82
Note-33p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns; College Students; *Communication Apprehension; *Communication Research; Course Content; Course Descriptions; *Desensitization; Higher Education; *Pharmaceutical Education; Pharmacists; Relaxation Training; *Speech Instruction; Teaching Methods

Prompted by data from a national survey indicating that communication apprehension (CA) was higher among pharmacy students than among the general population, West Virginia University developed a communication course especially to meet the needs of these students. The course was later modified by Auburn University. A study investigated the effectiveness of the techniques used in this course--systematic desensitization and cognitive restructuring. Desensitization involves a program of deep muscular relaxation, while cognitive restructuring involves getting people to realize that they have been conditioned to think negatively about themselves and then getting them to think positively. The 60 students enrolled in the 15-week course were each administered a communication apprehension measure. Based upon their scores, they were placed into one of three sections. Those students in the two sections reserved for high communication apprehensives received instruction in assertiveness, as well as in desensitization and cognitive restructuring, while students in the section for low apprehensives participated in role playing activities. At the end of the course, all students were again tested for CA. Results showed that systematic desensitization, in conjunction with cognitive restructuring and assertiveness training, appeared to be effective in reducing CA. (A course outline is included.) (FL)

ED221919 EA014974

Florida Energy Management Handbook for School Administrators.

Florida State Dept. of Education, Tallahassee.; Governor's Office of Energy, Tallahassee, Fla.

Pub Date 81

Note-215p.; Prepared in conjunction with the Florida Department of Education and Coloney Productions. Schematic of "The Energy Management Process" will not reproduce due to small print of original document.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Administrator Guides; *Conservation Education; Elementary Secondary Education; *Emergency Programs; *Energy Conservation; School Districts

Identifiers-*Energy Management; *Florida

To assist Florida school administrators in establishing comprehensive energy management programs in their school districts, this handbook presents a systematic, integrated approach. The first chapter outlines the steps that school districts must take to initiate an energy management program, including establishing a committee and a coordinator for the district. Chapter 2 identifies procedures for collecting energy-use data at each school. Chapter 3 shows how the characteristics of the major energy-using systems and of operations practices affect energy consumption. Chapter 4 discusses the manpower and financial resources available to schools and shows how a plan can be formulated to use these resources effectively to identify and implement the best measures. Chapter 5 identifies strategies for the integration of energy issues into the existing curriculum. Chapter 6 addresses energy emergency contingency planning by providing guidelines for designing plans to deal with possible moderate and serious energy emergencies. Eight appendices contain checklists, forms, references, an index, a list of energy contact-persons in Florida, and a glossary. (Author/MLF)

ED221997 EC150065

Knight, David L.

Narrative Schemata in Hearing-Impaired Readers.

Pub Date Mar 82

Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes; *Hearing Impairments; Higher Education; *Listening Comprehension; *Reading Comprehension; *Reading Processes

The study involving 82 hearing and 78 hearing impaired undergraduates was undertaken to test the hypothesis that hearing impaired Ss would cluster prepositions into different sentence groups when operating from scrambled story presentations than would hearing Ss. It was also hypothesized that hearing impaired Ss would show different cluster solutions when operating from scrambled than from canonical story presentations and that hearing Ss would show the same cluster solutions regardless of story presentation. Two conditions of story presentations were utilized--canonical (in which stories were presented to Ss with sentences in normal story order) and scrambled (with sentences randomly ordered). The scrambling of story prepositions was done to remove the salience of the syntactic and causal markers contained in the story prepositions. The scrambling was necessary to devise a more stringent test of the strengths of Ss' narrative schemata than was possible using canonically ordered stories. Findings supported the hypothesis that hearing impaired Ss showed different subjective story structures. Two primary sources for the development of narrative schemata development were also considered. The first primary source was seen to be exposure to stories through listening to them and through reading. A second primary source was noted to reside in knowledge of logic and causation and in the individual's realm of experience that enables him to know how things function generally. It was speculated that hearing impaired children, on the whole, do not share the same set of experiences with either the world, generally, or with narratives, as do their hearing peers. Tables listing story presentations used are included. (SW)

ED222014 EC150082

Coyne, Phyllis

Well-Being for Mentally Retarded Adolescents: A Social, Leisure, and Nutrition Education Program.

Oregon Univ., Portland. Health Sciences Center.

Pub Date 80

Grant-50-P-50368

Note-139p.; For related document, see EC 150 083. Supported by the Developmental Disabilities Office, Region X.

Available from-Oregon University Health Sciences Center, Crippled Children's Division, P.O. Box 574, Portland, OR 97207 ($8.00 prepaid).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adolescents; *Body Weight; Evaluation Methods; *Interpersonal Competence; Learning Activities; Leisure Time; Models; *Moderate Mental Retardation; *Nutrition; Program Descriptions; Program Development; Records (Forms); *Recreational Activities; *Social Development; Student Evaluation

Intended for those working with moderately mentally retarded adolescents, the manual offers guidelines for social, recreation, and nutrition education. An introduction points out that the program model contains specific program strategies, assessment techniques, and methods to teach specific skills and concepts in the areas of leisure participation, socialization, and weight control. The goals for the program fall into three basic areas--service to moderately retarded adolescents with a weight problem, service to parents, and training for undergraduate and graduate students (trainees) from various health/helping disciplines. Some of the necessary precursors to program implementation include identification of the population to be served, identification of the purpose of the program, determination of criteria for enrollment, identification of budget needs and available funding, analysis of staffing needs, analysis of equipment needs, and establishment of a recordkeeping system. The multifaceted assessment approach used by the program model utilizes interviews with parents or other primary care providers, informal interviews with classroom teachers or other school personnel, direct observation of students' skills and knowledge in a structured testing situation, and direct observation of the participant's behavior in an unstructured situation. Detailed outlines are offered for activities within the program's three components (social, leisure, and nutrition education). Provided for each activity are the objective, procedure, directions, time agenda, and notes. Appendixes contain a presentation for a parent meeting, two case summaries, an evaluation form, parent letters, a sample student assessment report, and a table on developmental levels of play. (SW)

ED222033 EC150303

Fleischner, Jeannette E.; And Others

Mastery of Basic Number Facts by Learning Disabled Students: An Intervention Study. Technical Report #17.

Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date 82

Contract No-300-77-0491

Note-25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education; Intervention; *Learning Disabilities; *Mastery Learning; *Mathematics; Program Effectiveness; *Teaching Methods

The study investigated the effect of instruction on basic number fact mastery of 123 learning disabled (LD) students, 8 to 13 years old. Mastery of basic addition, subtraction, and multiplication facts was seen as an important component of overall arithmetic competence and represents a particular area of performance deficit among LD students. The intervention study compared two treatment approaches containing parallel program features, but with differences in the sequential clusters of facts taught. Instruction on each cluster of facts involved four phases: (1) presentation of activities (during group lessons the number facts in the cluster were explored using concrete materials and/or graphic representations); (2) developmental activities (active practice of fact clusters emphasized accuracy without regard to speed with teachers supervising pairs or small groups of students playing one or more games, performing oral or blackboard reviews, or individuals working on activity sheets); (3) mastery activities (practice of fact clusters emphasizing rapid, automatic responses); and (4) criterion testing (students had to meet a preestablished criterion before moving from one cluster of facts to another). Basic Fact Sequence 1 followed traditional grouping and sequencing, while Basic Fact Sequence 2 grouped and ordered related facts according to "thinking" strategies. Results of pre-, post-, and retention tests, each 3-minute written power tests of basic fact proficiency were analyzed. Significant gains were made on post-tests; these gains were maintained during a 6-week uninstructed period. No effect was found for Basic Fact Sequences, leading to the conclusion that either sequence is effective in promoting mastery of basic facts under the instructional conditions utilized. (Author/SW)

ED222073 FL013239

Krashen, Stephen D., Ed.; And Others

Child-Adult Differences in Second Language Acquisition. Series on Issues in Second Language Research.

Report No-ISBN-0-88377-206-X
Pub Date 82
Note-226p.
Available from-Newbury House Publishers, Inc., Rowley, MA 01969 ($17.95).

Document Not Available from EDRS.

Descriptors-Adults; *Age Differences; Children; *Language Proficiency; Language Research; Language Skills; Linguistic Theory; Listening Comprehension; Phonology; Pronunciation; *Second Language Learning; Syntax; Teaching Methods

Studies of age differences in second language learning ability are collected along with commentary on the results. The 12 papers describe long and short term studies of children and adults that focus on the optimal age for second language acquisition, the effect of different teaching methods and environments on age differences, and theories that may account for these differences. Age differences are investigated in relation to such variables as the acquisition of phonological systems, speech comprehension, syntax, accurate pronunciation, and language production ability in a second language. Such factors as a critical or sensitive period for second language acquisition, the total physical response teaching strategy, length of residence among migrant children, and formal settings are also explored. Three additional papers state

generalizations based on the empirical research and suggest explanations for the observed age differences. The cumulative results suggest that older learners progress faster through the early stages of second language learning, but that those who receive natural exposure to the second language during childhood ultimately achieve higher levels of proficiency. (RW)

ED222146 HE015580

Engineering Manpower and Education: Foundation for Future Competitiveness.
Business-Higher Education Forum, Washington, D.C.
Pub Date Oct 82
Note-30p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Business; Career Choice; *College Faculty; Doctoral Programs; *Employment Opportunities; Employment Patterns; *Engineering Education; Engineers; Enrollment Trends; Foreign Students; Higher Education; Incentives; *Industry; Information Needs; *Labor Supply; Labor Utilization; Planning; Professional Development; School Business Relationship; Teacher Employment; Teacher Salaries; Teaching (Occupation); Work Environment

Important issues, approaches, and options pertaining to supply and utilization of engineering manpower in the United States are outlined. An overview is presented of ongoing engineering manpower surveys, projections, and patterns, with particular emphasis on activities and trends of the past 2 years. Attention is also directed to manpower planning, options that may influence the future development and utilization of U.S. engineering manpower, and specific programs for action for the Business-Higher Education Forum. Events over the past 2 years suggest that the state of engineering education and the present and future shortage of new faculty members qualified at the doctoral level require immediate attention. Other concerns include the impacts of foreign student presence on U.S. campuses, whether U.S. technical manpower is competitive with that of other nations, and the cyclical behavior of engineering enrollments and employment. One problem is that industry offers higher starting salaries and better facilities for engineering graduates than many universities. Another key issue is the opportunity structure offered by industry and higher education: many engineering faculty are seeking new environments in which to optimally practice their profession. While progress has been made in improving the information available to industry, education, and government, more effort is needed to develop and validate models that can predict future manpower needs. The forum recommends that universities establish competitive salaries independent of campuswide scales in order to retain current faculty, recruit new staff, and attract students to pursue doctoral degrees. (SW)

ED222203 JC820452

Ratcliffe, Carl J.

A Comparison between Traditional and Non-Traditional Students Receiving Financial Aid at John C. Calhoun State Community College.

Pub Date Jun 81
Note-30p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges; Comparative Analysis; Day Students; Ethnic Groups; Evening Students; Females; *Grade Point Average; High Risk Students; High School Equivalency Programs; Males; *Nontraditional Students; *Student Financial Aid; Two Year Colleges; *Two Year College Students; White Students
Identifiers-*Financial Aid Recipients; *John C Calhoun State Community College AL

In 1979-80, a study was conducted at John C. Calhoun State Community College to demonstrate the need for financial aid services to evening nontraditional students. Data were collected on a random sample of 66 traditional and 47 nontraditional students who received Basic Educational Opportunity Grants during the 1979-80 school year with respect to grade point average (GPA), sex, race, day or evening status, and types of high school diplomas received. Nontraditional students, who were defined as those over 25 years of age who had been away from an educational setting for at least 5 years, were expected to have significantly higher GPA's than traditional students. The study found no significant difference between the GPA's of traditional and nontraditional students and no significant difference between GPA's of day and evening students. While there were also no differences in GPA due to sex and time of attendance, white financial aid recipients had significantly higher GPA's than non-white recipients, and the grades of high school graduate students in the sample were significantly higher than those with high school equivalency diplomas from the General Educational Development (GED) Test. Based on these findings, it was recommended that financial aid services should be more accessible to evening students and that support services should be provided to financial aid recipients who are non-white or have GED diplomas to enhance their potential for success. (Author/KL)

ED221723 CE033902

Pribyl, Paul F.

Portable Extinguishers. Fire Service Certification Series. Unit FSCS-FF-4-80.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.

Pub Date 80

Note-42p.; For related documents, see CE 033 897-915.

Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives; Course Descriptions; *Equipment Utilization; *Fire Fighters; *Fire Protection; *Fire Science Education; Learning Activities; Lesson Plans; Postsecondary Education; Teaching Guides; Units of Study

Identifiers-*Fire Extinguishers; Fires; Wisconsin

This training unit on portable extinguishers is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 8-hour unit is to familiarize fire fighters with all types of extinguishers. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment and facilities required, recommended visual aids, and references. Following a list of unit objectives, a lesson plan outlines the main teaching points and states the preferred teaching method, cites the reference and page number(s) where the information is to be found, and indicates the necessary handouts. Other contents in the unit include a unit quiz, answer key to the quiz, and handouts (graphs, student worksheets, informational material, and forms). (YLB)

ED221744 CE033936

Kulich, Jindra

Adult Education in Continental Europe: An Annotated Bibliography of English-Language Materials, 1975-1979. Monographs on Comparative and Area Studies in Adult Education.

British Columbia Univ., Vancouver. Centre for Continuing Education.; International Council for Adult Education, Toronto (Ontario).

Report No-ISBN-0-88843-128-7

Pub Date 82

Note-211p.; For related document, see ED 117 444.

Available from-Centre for Continuing Education, University of British Columbia, Vancouver, BC, Canada V6T 2A4 ($12.00).

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Adult Basic Education; *Adult Education; *Adult Learning; *Adult Programs; Agricultural Education; Annotated Bibliographies; Community Education; *Comparative Education; Educational Facilities; Educational History; Educational Philosophy; Educational Policy; *Educational Practices; Educational Research; Educational Theories; *Educational Trends; Financial Support; Higher Education; Inservice Education; Job Training; Lifelong Learning; Military Training; Postsecondary Education; Professional Continuing Education; Regional Programs; Rural Education; School Districts; Secondary Education; Statewide Planning; Technical Education; Vocational Education

Identifiers-*Europe

This annotated bibliography lists 836 English language materials dealing with adult education in continental Europe that were written between 1975 and 1979. Organized by country, the bibliography deals with the broadest possible concept of adult education. Thus, it includes works devoted to vocational education for adults; adult secondary and postsecondary level credit courses; as well as activities of museums, art galleries, and libraries inasmuch as these involve specifically planned educational programs for individual adults or adult groups. Within the above categories, the bibliography is subdivided into categories of various institutions, methods and techniques, and subject matter. The following are representative of the categories included in the bibliography: the history of adult education; comparative studies; biographies; educational legislation; financing adult education; statewide, regional, and local-level adult education institutions and organizations; study circles and discussion groups; correspondence study, independent study, and distance education; adult basic education; retraining; the education of women; workers' education; pre-retirement education and programs for retired persons; lifelong learning; religious education; hobbies, arts, and crafts; community development; research in adult education; and the theory of adult education. (MN)

ED221958 EA015131

McNeil, Linda M.

Defensive Teaching and Classroom Control.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date [82]
Grant-NIE-G-79-0015
Note-49p.; Revision of chapter 9 of earlier work. For related document, see EA 014 984. Appendix A of "Contradictions of Control: The Organizational Context of School Knowledge. Final Report of the Institutional Context Controlling Classroom Knowledge.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Techniques; *Course Content; Discipline; Economics Education; Educational Objectives; High Schools; Power Structure; *School Role; *Student Teacher Relationship; Teacher Attitudes; *Teaching Methods
Identifiers-*Defensive Teaching (Academics); *Knowledge Control

A three-part study of social studies curricula in four Wisconsin high schools revealed how teachers use the ways they present course content to maintain discipline and control in the classroom. Called "defensive teaching" by the author, the methods involve simplifying the content and reducing demands made on students. The three parts of the research included an intensive ethnographic analysis of the presentation of economics information in one high school's social studies classes; the extension of this analysis to three other schools; and a survey of student attitudes and employment outside school and of their effects on student school work. Analyzed in terms of the concept of school knowledge and the school's role in society, the study data showed how teachers use the forms of knowledge--namely, teaching techniques involving the fragmentation, mystification, omission, or simplification of economics knowledge--to control the knowledge and thereby control students. These "defensive" techniques were used by teachers from all the political perspectives and teaching philosophies encountered, working in classes with all variations in student ability. The author concludes that it is teachers' accommodation to the school priorities of control and efficiency that leads to the limiting of student access to human knowledge. (Author/RW)

ED221978 EC150045

Crawley, Susan B.; Spiker, Donna
Mother-Child Rating Scales.
Illinois Univ., Chicago.
Spons Agency-Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.
Pub Date [82]
Note-24p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Rating Scales; Cognitive Development; *Downs Syndrome; *Mothers; *Parent Child Relationship; Student Characteristics; Young Children

Development and use of a rating scale to code videotaped mother-child interactions involving 1-year-olds with Down's syndrome are described. It is explained that the ratings were developed to describe individual differences in directiveness and sensitivity in mothers and social and cognitive maturity in the children, with a measure of mutuality or harmony shown by the mother-child dyad. Ten child qualities rated on 5-point scales are described and examples are given: level of play maturity, social initiative, social responsivity, degree of interest in toys/free play situation, object activity initiative, expressed positive affect, expressed negative affect, locomotion, animation, and child appeal. Six mother qualities using multipoint scales are also described: directiveness/control, elaborativeness, sensitivity, stimulation value, mood, and mother appeal. Forms of mutuality as measured in the dyadic rating are described. (CL)

ED222053 FL013219

Foster, Sue

Learning To Develop a Topic.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date 82

Note-9p.; In its: Papers and Reports on Child Language Development, Number 21, p63-70.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language; Communicative Competence (Languages); *Connected Discourse; Infants; Interaction; *Language Acquisition; Speech Communication

The emergence of the ability to maintain and develop a topic of conversation is examined. The production of a competently structured topic involves utterances that are both propositionally contingent on previous utterances and related to the global concern of the topic. Children under 2 years of age can only product utterances that are contingently relevant. Videotaped mother-child interactions involving five English children under the age of 2 were analyzed. It was demonstrated that routinized interaction provides lessons in culturally expected behavior and a frame within which children can exhibit an increasing amount of planned conversational contributions, until they reach the point where they no longer need the prompting of routines. The development of the ability to sustain a topic is defined in terms of three stages in which the child's discourse is progressively less controlled by adult forces and more by the child's own discourse capabilities. (RW)

ED222112 HE015504

Bogal-Allbritten, Rosemarie B.; And Others

Research Coursework in the Baccalaureate Nursing Curriculum: A Nationwide Study.

Pub Date [82]
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bachelors Degrees; *Course Content; *Curriculum Design; Higher Education; National Surveys; *Nursing Education; *Research Methodology; Research Projects; School Surveys; Student Attitudes; Undergraduate Study

The status of nursing research content at the undergraduate level was investigated based on responses from 241 accredited bachelor of science (BSN) degree nursing programs. Sixty percent of the responding institutions were part of state university systems, while 39 percent were private, and 54 percent enrolled over 200 nursing majors. The class size for research courses generally ranged from 30 to 40 students. Courses were taught by a nursing faculty member 76 percent of the time and by a non-nursing faculty member 24 percent of the time. The 21-item questionnaire addressed course content, curriculum structure, and student attitudes toward research material. While research was accepted as a legitimate part of baccalaureate nursing education, a precise definition of research course content was lacking. There was little agreement on areas of emphasis in course content and curriculum. Questionnaire construction, interviewing techniques, document analysis, and coding and data reducing, for example, were emphasized in only 50 percent of the BSN programs. There also was little agreement on the type of project (individual vs. group) that should be used. It is suggested that there is a need for the integration of research content with the entire nursing curriculum, since the utilization of research has implications for the development of nursing theory and practice as well as for purposes of accountability in the field. It is also proposed that concrete guidelines for research course content and method at the BSN level are needed. (SW)

ED222129 HE015537

An Analysis of New Jersey Postsecondary Education Expenditures: The Current System (FY 76) and the Commission Recommendations.

New Jersey State Commission on Financing Postsecondary Education, Trenton.
Pub Date Feb 77
Note-89p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advisory Committees; Community Colleges; Comparative Analysis; Expenditures; Fees; *Financial Policy; Financial Support; Government School Relationship; *Higher Education; Private Colleges; Resource Allocation; School Taxes; *State Aid; State Colleges; *Student Financial Aid; Tuition
Identifiers-*Blue Ribbon Commission; *New Jersey

The current system of financing postsecondary education in New Jersey and that proposed by the Booher Commission in its final report, "Financing in an Era of Uncertainty," are compared. The Booher Commission was a public, blue ribbon commission appointed by the New Jersey Board of Higher Education. Implementation of the recommendations of the Booher Commission would mandate changes in present state financing strategies and the reallocation of state resources. The report considers major components of the current and proposed system in relation to student financial assistance and institutional aid. The state's appropriation to higher education is examined in total and across major expenditure categories. Attention is also directed to: fund allocation to various sectors or postsecondary education; the effects on students as classified by institutional sector and family income; and the impact of the two plans on New Jersey's taxpayers. The comparisons concern expenditures in 1976 dollars, and current higher education expenditures are derived from the adjusted funding year 1976 appropriation. A basic thrust of the commission's recommendations is that a larger proportion of higher education funds would be distributed to students directly through programs of financial aid and a smaller percentage through direct subsidies to institutions. In comparing the two alternative systems of financing postsecondary education, attention is focused on the effect of state student aid financial programs on the tuition and fee charges faced by New Jersey. The effect of federal student aid programs on the cost of college attendance is addressed in an appendix. The commission used a cost simulation model to determine full tuitions at each sector. (SW.

ED222183 IR010416

Murray, William E.; And Others
Potential Health Hazards of Video Display Terminals.
National Inst. for Occupational Safety and Health (DHHS/PHS), Cincinnati, Ohio. Div. of Biomedical and Behavioral Science.
Report No-DHHS (NIOSH)-81-129
Pub Date Jun 81
Note-85p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Biomedicine; Data Processing; *Display Systems; *Electronic Equipment; Environmental Research; Environmental Standards; *Occupational Diseases; *Physical Environment; Surveys; *Work Environment
Identifiers-*Video Display Terminals

In response to a request from three California unions to evaluate potential health hazards from the use of video display terminals (VDT's) in information processing applications, the National Institute for Occupational Safety and Health (NIOSH) conducted a limited field investigation of three companies in the San Francisco-Oakland Bay Area. A preliminary walk-through survey was conducted in November 1979, followed by an additional four-phase, in-depth investigation in 1980, which used (1) radiation measurements; (2) industrial hygiene sampling; (3) a survey of health complaints and psychological mood states; and (4) ergonomics and human factors measurements. The radiation surveys indicated exposure well below current occupational exposure standards. Air samples showed no hazardous chemical exposures. A questionnaire survey indicated that a higher percentage of VDT operators reported more visual complaints at two of the three sites, more muscular complaints at one site, and more emotional complaints at all sites. Ergonomic evaluation indicated measured illumination levels at VDT workstations were generally acceptable, although problems of glare and physical dimensions of the workstations were sometimes noted. The report of this study provides detailed explanations of methodologies, tabulated results, general recommendations, and a 3-page reference list. Author/LMM)

ED221666 CE033370

Hunter, Andrea

Linking Education and Employability Skills: Some Initial Findings from Experiential Learning Programs for Economically Disadvantaged Youth.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date 81
Grant-NIE-G-78-0206
Note-66p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Education; Career Exploration; *Demonstration Programs; *Disadvantaged Youth; Employment Potential; Employment Programs; *Experiential Learning; Federal Programs; Institutional Cooperation; Job Development; Job Placement; Job Skills; Postsecondary Education; Secondary Education; Sex Stereotypes; Staff Development; Student Recruitment
Identifiers-*Comprehensive Employment and Training Act; *Experience Based Career Education

This guide, based on experiences in five Youth Employment and Demonstration Projects Act (YEDPA) programs, is designed to show teachers, school administrators, job training and placement personnel and others how the experiential learning techniques of Experience-Based Career Education (EBCE) are being successfully adapted to meet the needs of programs for both in-school and out-of-school disadvantaged youth. To help schools design and operate more effective youth employability programs through the use of EBCE strategies, the guide has four main purposes: (1) to identify and define some major issues that influence program success; (2) to share some ideas from around the country; (3) to alert readers to some potential problems; and (4) to offer some suggestions and potential solutions. The first section of the guide describes five projects with EBCE and Comprehensive Employment and Training Act (CETA) connections. Based on these 5 projects, 13 issues are identified and explored in the second section of the report. These issues are collaboration, career awareness, job exploration, sex-role stereotyping, career development plans, academic credit, community involvement, survival skills, employer recruitment and development, student recruitment, staffing, staff development, and increasing institutional commitment. Each issue is defined; what is being done in the various projects is described; and what has been learned, including barriers and recommendations, are provided. The appendix contains information and forms for use in EBCE programs. (KC)

ED221939 EA015031

Neal, Richard G.

Negotiations Strategies: A Reference Manual for Public Sector Labor Negotiations.

Report No-ISBN-0-9605018-1-9
Pub Date 81
Note-332p.; For related documents, see ED 199 897 and EA 015 135-137.
Available from-Publications, Richard Neal Associates, Box 23, Manassas, VA 22110 ($25.00; quantity discounts).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Collective Bargaining; *Employers; Futures (of Society); *Government Employees; Guidelines; Labor Demands; *Labor Relations; Methods; Negotiation Impasses; Public Relations; Scope of Bargaining; Strikes; Unions
Identifiers-*Negotiation Processes; Negotiators

This guide contains practical, field-tested advice concerning the development of a suitable negotiating strategy for management's use in public sector collective bargaining. The author stresses that strategies are long-term plans of action and that this book does not consider bargaining tactics--the individual methods used to achieve the strategic objectives. The book consists of 20 "how to" sections covering the following topics: detecting and using trends in labor relations; developing a master strategy plan; dealing with different bargaining styles; managing human relations; overcoming major obstacles; avoiding common serious errors; managing the scope of negotiations; retaining management rights; evaluating demands; beginning the flow of agreements; compromising; making bargaining work; making benefits work for the employer; breaking temporary deadlocks; countering union tactics; dealing with charges of unfair labor practices; closing negotiations; using power; handling public involvement; and coping with strikes and strike threats. A final section discusses 14 predictions regarding the future of public sector labor relations. (PGD)

ED221685 CE033735

Williams, Allan F.; Karpf, Ronald S.

Teenaged Drivers and Fatal Crash Responsibility. Preliminary Report.

Insurance Inst. for Highway Safety, Washington, D.C.

Pub Date Aug 82

Note-25p.; To be published in revised form in "Law and Policy Quarterly."

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accident Prevention; *Accountability; *Adolescents; *Age; Influences; Legal Responsibility; Policy Formation; Position Papers; Public Policy; Responsibility; Safety Equipment; *Traffic Accidents; Trend Analysis

Identifiers-*Driver Licensing; *Drivers; Traffic Fatalities

According to data obtained for the year 1978 from the Fatal Accident Reporting System (FARS) and from state governments under contract to the National Highway Traffic Safety Administration, teenaged driver (especially males) have much higher rates of fatal crash involvement than older drivers. In addition, teenaged drivers are more likely than their older counterparts to be responsible for the crash. Also noteworthy is the fact that the deaths that teenagers are responsible for occur disproportionately to people other than themselves. Since past policies aimed at producing drivers who are less likely to crash (including use of education, restrictive licensing practices, enforcement of laws pertaining to vehicle operation, and suspension or rehabilitation of drivers with crashes or violations) have had only limited success, other more effective policies are needed. Most likely, the deaths resulting from teenagers' driving could be more effectively reduced by adopting policies that reduce their exposure as drivers and by ensuring that long-proven automatic injury-reduction technologies become standard in all motor vehicles. (MN)

ED221704 CE033844

Kim, Yungho; Wright, Calvin E.

An Evaluation of Vocational Education Act Subpart 3 and 4 Allocations in California. 1977-78 and 1978-79.

Educational Evaluation and Research, Inc., Menlo Park, Calif.

Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Vocational Education Services.

Pub Date Aug 82

Note-70p.; Prepared under Standard Agreement No. 0039.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Colleges; Disadvantaged; Educational Finance; *Educational Legislation; Federal Aid; *Federal Legislation; *Financial Support; Postsecondary Education; Program Improvement; Questionnaires; Secondary Education; Services; *State Federal Aid; State Programs; State Surveys; Two Year Colleges; *Vocational Education

Identifiers-California; *Vocational Education Amendments 1976

A study examined the activities and the impact of allocations made under Subpart 3 (Program Improvement and Supportive Services) and Subpart 4 (Special Programs for the Disadvantaged) of the Vocational Education Amendments of 1976. Covered by the study were 1,352 allocations made to California secondary school districts and 520 allocations made to California community college districts in 1977-78 and 1978-79. To obtain these data, researchers analyzed the results of questionnaires completed by administrators of 448 community college districts and 1,284 secondary school districts. Data revealed that because funding approval often came too late, both secondary school and community college school districts failed to spend the full budgeted amounts approved for them. Frequently, local education agencies used allocated funds for routine operations rather than for program improvement or for special programs. Furthermore, evidence from financial records was frequently vague, questionable, and inaccurate. Recommendations included calls for development of guidelines concerning the use of Subpart 3 and 4 allocation funds, for further investigation of the precise use of funds, and for review of the intent of the allocation system. (MN)

ED221767 CE034188

Hill, Pamela

Starting System 2. Repair the Starter Rewind Spring. Student Manual. Small Engine Repair Series. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 81

Note-38p.; For related documents see ED 146 392 and CE 034 181-188.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Check Lists; *Disabilities; *Engines; Equipment Utilization; Industrial Arts; Instructional Materials; Job Skills; Rating Scales; *Repair; Secondary Education; Trade and Industrial Education

Identifiers-*Ignition Systems; *Small Engine Mechanics

This student manual on repairing the starter rewind spring on a small gas engine is the third of three in an instructional package on the starting system in the Small Engine Repair Series for handicapped students. The stated purpose for the booklet is to help students learn what tools and equipment to use in repairing the starter rewind spring and all the steps of the job. Informative material and photographs are provided on the tools and equipment and repairing the starter rewind spring. A rating scale and chart are included for evaluation of student progress. (YLB)

ED221791 CG016217

Moser, Rosemarie Scolaro

Perceived Role-Taking Behavior and Role-Taking Test Performance in Fraternity and Sorority College Students.

Pub Date Apr 82

Note-26p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns; *College Students; Comparative Analysis; Group Dynamics; Higher Education; *Peer Evaluation; Peer Relationship; Personality Traits; *Role Playing; *Sociometric Techniques; Student Attitudes; *Test Validity

Generally, role-taking research has focused on the development and correlates of role taking in children. To explore role taking in the relatively overlooked population of young adults, a sociometric instrument, the Peer Role-Taking Questionnaire (PRTQ), was developed and used to measure perceived role-taking behaviors. The results were compared to those of a projective role-taking measure, the Role-Taking Task (RTT). The final sample consisted of 78 fraternity and sorority members, who also completed the Personality Research Form (PRF). Results showed that PRTQ scores correlated with sociometric/demographic measures of friendship, cooperation, class year, and group status. In contrast, RTT scores correlated with personality measures and college grade point average. Furthermore, the PRTQ and RTT were not shown to correlate. The findings appear to question the value and purpose of nonecological instruments which propose to measure a social reality. (Author/JAC)

ED221815 CG016253

Murray, Frank S.

Attribution of Performance Levels by Students on Introductory Psychology Examinations.

Pub Date Apr 82

Note-13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18. 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attribution Theory; *College Students; Etiology; Higher Education; *Performance; Predictive Validity; *Predictor Variables; *Scores; Self Evaluation (Individuals); *Student Motivation; Tests

Previous research has shown that students often overestimate their performance levels on course examinations. A model of motivation was applied to an individual's predictions and postdictions of his/her own performance levels in course examinations to obtain actual predictions and postdictions for 111 college students over a period of three academic years. Data analysis indicated that a quantitative model of students' performances and judgments based on the attribution theory of motivation was able to interpret and estimate performance levels, using only three factors of effort, test difficulty, and luck. The use of the attribution model in the actual classroom environment provided an opportunity to incorporate attribution theory into classroom discussions. The use of multiple regression equations provided the instructor with information about the relative importance of various factors to the student. The research investigation is unique in that it allowed observations to be made of the judgmental processes using both a longitudinal (academic year) and a cross-sectional (three different classes) approach. (Author/JAC)

ED221836 CS006828

Baghban, Marcia

The Application of Culturally Relevant Factors to Literacy Programs in Appalachia.

Pub Date Apr 82

Note-20p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Activities; *Cultural Influences; Elementary Secondary Education; Folk Culture; *Language Variation; *Literacy; *Oral Language; Reading Instruction; Sociolinguistics; *Story Telling; Teacher Attitudes; Teaching Methods; Writing Instruction

Identifiers-*Appalachia

The children of Appalachia, a region characterized by a strong oral tradition, are constantly defining their roles in their society through language. In so doing they are contributing to the maintenance of the patterns of life in that society. Children observe the functional uses of story at a very early age, and narratives emphasize group affiliation. When personal narratives are excluded in educational settings, the implication is that the students do not comprise a group. Teachers who tell stories but do not allow the pupils to tell them, or who exclude narratives altogether, may be weakening their effectiveness or attempting to teach new subject matter in an unfamiliar mode of learning. Since Appalachian children have a well-developed sense of story, their teachers should incorporate activities that allow this strength to shine. The class might collaborate on tape recording a story or play, or follow the Foxfire concept of recording the oral traditions and histories of their communities. The ballads of Appalachia may also be studied from a literary point of view because they are well-developed accounts that demonstrate the human condition as well as individual strengths. The learning of literacy can only be accomplished in contexts as meaningful and as joyful as those which nurtured an individual's oral language acquisition. (HTH)

ED221856 CS206815

Coger, Greta Avery

African Literature--Arab, White, Black, and Colonial.

Pub Date Feb 82

Note-20p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (17th, Winston-Salem, NC, February 25-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*African Literature; Annotated Bibliographies; Instructional Materials; Reading Materials; Two Year Colleges; Writing (Composition); *Writing Instruction

Identifiers-*Research Papers (Students)

Selected works of African writers for use in junior college composition courses employing the research paper are annotated in this bibliography. The bibliography begins with annotations for an exemplary novel and three short plays, including insights for teaching. The second section offers citations, some of which are annotated, for Arab, White, Black, and colonial works from individual African countries. The third section includes selected references as adjuncts to the literature in the following areas: architecture, art, bibliography, biography/autobiography, criticism, drama, history, language, oral literature, and religion/philosophy. The bibliography concludes with descriptions of various organizations involved in the publication of African literature. (HTH)

ED221878 CS207217

Burdette, Elizabeth; And Others

Keeping Pace . . . A Journalism Update for the Teacher/Adviser.

Oklahoma State Dept. of Education, Oklahoma City.
Pub Date 82
Note-80p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advertising; *Journalism Education; *Layout (Publications); News Reporting; News Writing; *Resource Materials; *School Publications; Secondary Education

Intended as a resource book for journalism instructors or school publication advisers, this booklet encompasses the basics that apply to all scholastic journalism endeavors. The first section, "Teaching Journalism--The Total Program," covers official guidelines and editorial policies, interviewing, gathering news, feature writing, editorial writing, sports reporting, specialized writing, headline writing, and caption writing. The second section, "Supervising Publications," discusses journalistic style manuals, editing copy, typography, production and equipment, selling and designing advertising, financing and circulating, photojournalism, printing the photograph, processing film, working with the administration, staff organization, newspaper design, cartooning and illustration, contemporary yearbook journalism, and producing a creative arts/cultural journalism magazine. The final section, "Where to From Here?" features discussion of advertising and propaganda, broadcast journalism, a public relations unit, persuasion and propaganda, getting the aid of scholastic press associations, grading the publications staffs, and how to stay sane in the midst of chaos. Also included are a bibliography of suggested readings and a glossary. (HOD)

ED221900 CS503976

DeStephen, RoLayne S.

Testing Within-Group Interaction Differences between High and Low Consensus Groups.

Pub Date Nov 82

Note-38p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns; *Communication (Thought Transfer); *Communication Research; Decision Making; *Group Behavior; *Group Dynamics; Group Unity; Higher Education; *Interaction Process Analysis

Identifiers-*Consensus

To assess whether communication behaviors differ between high and low consensus groups, a study considered the comparative interaction of the first meetings of high and low consensus groups, the first and final meetings of high consensus groups, and the first and final meetings of low consensus groups. Subjects, 84 students in a small group communication course, were divided into 19 groups and were given an assignment structured so that their levels of consensus could be determined. The tape recorded interactions of the first and last meetings of groups determined to be of high and low consensus were coded on both the relational and the content levels of communication. While interaction was significantly different for all comparisons using the Fisher Interaction Analysis System of Coding (FIAS), Relational Communication System (RELCOM) coding demonstrated significant differences only for the initial high and low consensus group meetings. Although somewhat confusing, these findings do provide some evidence to support the belief that some interaction patterns are characteristic of groups that achieve consensus. Perhaps these results indicate the presence of compositional differences affecting group formation or a problem with the coding systems employed; in any case, more research is needed. (JL)

ED221920 EA014976

Peterson, Paul E.; Wong, Kenneth K.

Comparing Federal Education and Housing Programs: Toward a Differentiated Theory of Federalism.

Pub Date Sep 82

Note-32p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 1-4, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Principles; *City Government; Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; *Federal Government; *Federal Programs; *Federal State Relationship; Government Role; Housing; Political Science; Program Administration; Program Effectiveness; *Public Policy; Social Theories; Tables (Data); Vocational Education

Identifiers-Community Development Block Grant Program; Elementary Secondary Education Act Title I; Housing and Community Development Act Title II; *Maryland (Baltimore); Theory Practice Relationship; Vocational Education Act 1963; *Wisconsin (Milwaukee)

In an effort to develop a comprehensive theory of the relationships between different levels of government in the implementation of federal programs, the authors of this report conducted a study of four federal programs operating in both Baltimore (Maryland) and Milwaukee (Wisconsin). Three hypotheses were tested: first, that when program goals at the local level are redistributive rather than developmental, relations between federal and local governments are more complex and conflictual and policy implementation is less complete; second, that administering redistributive programs professionally rather than politically reduces intergovernmental conflict and improves policy implementation; and third, that political administration of developmental programs may increase intergovernmental cooperation and policy implementation. In the study, developmental efforts were represented by the federal government's vocational education and Community Development Block Grant programs, and redistributive efforts by the Elementary and Secondary Education Act's Title I and by the Section 8 Rent Subsidy for Existing Housing program authorized by the Housing and Community Development Act. Interviews with government officials and informed observers supplemented documentary source materials for the study. The findings generally upheld the hypotheses, suggesting that redistributive policies should be a federal prerogative while developmental policies should be pursued through state and local agencies. (Author/PGD)

ED221979 EC150046

Embry, Lynne H.

Two Emerging Models of Parent Training: General and Problem-Specific.

Pub Date Feb 81

Note-39p.; Paper presented at the International Symposium of Applied Behavior Analysis in Education (1st, Mexico City, Mexico, February 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Change; Behavior Problems; *Disabilities; *Family Problems; Interaction; *Intervention; Parent Child Relationship; *Parent Education; Trend Analysis

The development of behavioral parent training research and changes that have taken place in the field over the past 20 years are reviewed. The author describes the evolution according to three phases. Phase 1, Early Work-Child Focus (1960-1970), is seen to have emphasized the analysis of child behavior change. Phase 2, Mid-Period--Parent Focus (1970-1980), considered child behavior change as a function of parent behavior change. Phase 3, Family Focus, explored the impact of training techniques on both parent and child behavior. Each phase is analyzed along four dimensions: objectives, related influences, measurement, and findings. It is suggested that the file is moving in two separate directions: the development of intervention techniques that treat specific behavior problems applicable to many children and families, and development of intervention approaches to treating comprehensive family interaction problems, such as child abuse. Common problems of documentation and measurement are cited for both approaches, as are the advantages of a combination of the approaches. (CL)

ED221998 EC150066

Roddy, Eugene A.; Eklund, Judith A.

A Time to Re-Focus. Maintaining the Philosophy of Placement in the Least Restrictive Environment during Times of Economic Transition.

Pub Date Mar 82

Note-11p.; Paper presented at the International Conference of the Association for Children with Learning Disabilities (Chicago, IL, March 3-6, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Ancillary School Services; *Disabilities; Elementary Secondary Education; Federal Legislation; *Mainstreaming; *School Role; *Student Placement

Identifiers-Education for All Handicapped Children Act

Public Law 94-142 (the Education for All Handicapped Children Act) states that, to the maximum extent appropriate, handicapped children are to be educated with children who are not handicapped and that special classes, special schooling, or other removal of handicapped children from the regular educational environment should occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. If schools are to adjust to their handicapped students, they must make a careful analysis of these supplementary aids and services. They must identify the major curricula goals to specify those salient points that are appropriate for the exceptional child. Process deficit research needs to be integrated with the trend to remediate using specific subject matter materials that are naturally found. There is a need to determine, at the time of eligibility determination, the best mode of participation as reflected in the student assessment which should identify strengths in programmatic, participatory terms. Finally, there must be a focus, at the time of eligibility determination, on the exit criterion to be utilized to drop the designation of "handicapped." (Author/SW)

ED222054 FL013220

Gordon, Peter

Early Encoding of the Count/Mass Distinction: Semantic or Syntactic?

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date 82

Note-10p.; In its: Papers and Reports on Child Language Development, Number 21, p71-78.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language; *Classification; *Language Acquisition; *Nouns; Preschool Children; Semantics; Syntax; Verbal Development

Identifiers-Encoding

The basis for acquisition of categories in child language was investigated. The early encoding of the distinction between mass and count nouns was examined to determine whether children categorize them on the basis of semantic type or syntactic regularities. An experiment was designed in which semantic and syntactic cues were in competition: objects were inappropriately paired with mass noun frames and substances with count noun frames. A total of 44 children aged 3 to 5 were taught nonsense words in either a count or mass noun syntactic context. To test for categorization, the subjects were required to complete a sentence. Nearly all subjects categorized on the basis of syntactic context. However, the appropriate pairing of semantic and syntactic cues did cause a significant number of the younger subjects to produce inconsistent patterns. Thus, while there is no evidence for a semantic encoding of the mass/count distinction, the results for the younger subjects were inconclusive. (RW)

ED222074 FL013251

Czikо, Gary A.

Approaches to the Evaluation of Bilingual Education: An International Perspective. Professional Papers CZ-1.

National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Jun 82

Note-24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingual Education; *Bilingual Education Programs; Educational Assessment; Elementary Education; *Evaluation Methods; Foreign Countries; *Immersion Programs; *Program Evaluation

Identifiers-Canada; Nigeria; Sudan

The evaluation of bilingual education programs is complicated by such factors as the diversity of evaluation methodologies and program goals and the reliability of instruments for minority language students. Three bilingual program evaluations in foreign countries are described in terms of their different contexts and approaches in order to raise issues about bilingual education program evaluation. The programs evaluated were the St. Lambert French immersion program in Canada, the Yoruba 6-year primary project in Nigeria, and the local language literacy training project in the southern Sudan. Based on these evaluation experiences, the strengths and weaknesses of quantitative and qualitative evaluation methods are discussed. A combination of quantitative and qualitative evaluation methods is suggested as a means of maximizing the strengths of each approach. However, it is important that such a combined approach be carefully designed. (RW)

ED222096 HE015127

Rezny, Arthur A.; Sales, M. Vance

The Educator in the Law Library: Problems, Bibliography, Research Tools, Analysis of a Case, Glossary of Legal Terms. Third Edition.

Report No-ISBN-0-8134-2221-3
Pub Date 82
Note-73p.
Available from-The Interstate Printers & Publishers, Inc., 19-27 N. Jackson Street, P.O. Box 594, Danville, IL 61832 ($3.95, less 10 percent educational discount on single copy, 20 percent on two or more copies).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Citations (References); Codification; Compliance (Legal); Constitutional Law; *Court Litigation; Documentation; Educational Administration; Educational Legislation; Education Majors; Glossaries; Higher Education; Indexes; Information Seeking; Information Sources; *Law Libraries; Legal Responsibility; Publications; Reference Materials; *Research Tools; *School Law

Law books and their use by educators, primarily graduate students of education, are described. Exercises are also presented to introduce the student in education, and in particular in school administration, to some of the main classes of legal materials that will be addressed in a course in school law. The exercises are designed to familiarize the student with the method used for seeking legal information. A sample analysis of a case is included, because of the importance of case law in a school-law course. The following legal publications and research tools are covered: constitutions, state statutes, court decisions, "The American Digest System," "National Reporter System," "The Annotated Reports," "Shepard's Citations to Cases," "Corpus Juris Secundum," "American Jurisprudence," "West's Key Numbers System," headnotes or syllabus, advance sheets, packet part, opinions of the Attorney General, and "Index to Legal Periodicals." Exercises on the use of the law library include: state court decisions, state and federal information, "American Digest System," encyclopedias and annotations, "Index to Legal Periodicals," state digests, and the use of "Shepard's Citations to Cases." Additional contents include a glossary of legal terms, a substitute for a law dictionary, designed to aid the student in understanding language used by legislators and judges, and a bibliography, which refers students to the latest treatises and miscellaneous references and to old references for research purposes. (SW)

ED222147 HE015586

Continuing Education for Primary Health Care. Report on a Seminar (San Remo, Italy, October 19-21, 1981).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Report No-ICP/MPM-019
Pub Date Oct 81
Note-30p.; For related documents see HE 015 587-588.
Available from-World Health Organization, Regional Office for Europe, Scherfigsvej 8, DK-2100 Copenhagen, Denmark.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Health Personnel; Health Services; Higher Education; *International Organizations; Medical Education; Needs Assessment; Nursing Education; *Primary Health Care; Problem Solving; *Professional Continuing Education, Program Evaluation; *Public Policy; Regional Programs; Seminars
Identifiers-*Europe

A report on a 1981 seminar on continuing education for primary health care, sponsored by the World Health Organization's Regional Office for Europe is presented. The main purpose of the seminar was to determine the characteristics of continuing education as a support measure for primary health care provision, based on an analysis of the "Regional Strategy for Attaining Health for All by the Year 2000," which is appended. Another purpose was to demonstrate and test a method of formulating health care and health service problems, identifying and analyzing the functions and tasks required to deal with these problems, and deriving the competencies, skills, and attitudes that primary health care workers will need in order to perform the tasks. In introducing the first working session of the seminar, A. Wojtczak described the background to the "European Regional Strategy," which is a statement of policy and method regarding principles and guidelines for organizing a continuing education service in support of primary health care. Participants had an opportunity to obtain clarification of aspects of the strategy and to relate it to the conditions in their countries. Twenty-three characteristics that organizers of continuing education in support of primary health care can use to appraise existing educational programs or in planning new systems or services are outlined, based on the group sessions. Appended materials address strategies to promote lifestyles conducive to health, problems related to lifestyles, the

ED222163 HE015311

Interim Report Governor's Blue Ribbon Commission on Higher Education.
Vermont Governor's Blue Ribbon Commission on Higher Education, Montpelier.
Pub Date Nov 73
Note-8p.; Not available in paper copy due to small print.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accountability; *Administrative Organization; Advisory Committees; College Bound Students; Expenditures; Governance; Governing Boards; Hearings; *Higher Education; *Policy Formation; Resource Allocation; State Aid; *State Boards of Education; *Statewide Planning; Student Costs; Vocational Education
Identifiers-*Blue Ribbon Commissions; *Vermont

Vermont's Blue Ribbon Commission on Higher Education was appointed in the summer of 1973 to consider major issues involving Vermont's postsecondary education programs. This report addresses the major problems in statewide coordination. Internally, fragmented planning and policy implementation are considered, and externally, multiple voices and statistics are found to cause accountability problems. Further obstacles include difficulties in making effective use of limited resources and meeting postsecondary education needs. Three options for statewide coordination are described: (1) continuing as the only state without a statewide planning organization; (2) establishing a single governing board; and (3) establishing a single state coordinating board. In public hearings, a single governing board was the favored proposal. The commission recommended establishing the goal of more effective planning as a state policy and establishing a task force from key institutions to make a recommendation to the 1975 state legislature on a permanent statewide postsecondary organization and planning and information systems to support it. Appended are statistical tables showing Vermont high school graduates in postsecondary education, 1965-1972; number and percent of 1972 Vermont public and private high school graduates entering school; a comparision of 1972-73 college tuition and fees in several states; Vermont general fund expenditures on higher education, 1971-74; a map of Vermont vocational education centers; and the commission's witnesses. (MSE)

ED222204 JC820453

Ratcliffe, Carl J.

A Study to Evaluate the Evening Counseling Services at John C. Calhoun State Community College.

Pub Date Mar 81

Note-63p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Graduates; Community Colleges; *Counseling Services; Counselors; Enrollment Influences; *Evening Programs; *Evening Students; *Extension Education; Program Evaluation; Questionnaires; Student Attitudes; Student Attrition; Student Financial Aid; *Student Needs; Teacher Attitudes; Two Year Colleges; Two Year College Students

Identifiers-*John C Calhoun State Community College AL

A study was conducted at John C. Calhoun State Community College to establish the effectiveness and continued need for full-time counseling services by examining the possible impact of counseling on enrollment, withdrawal, and graduation rates and on financial aid recipiency. The study involved: (1) a review of pertinent literature; (2) comparisons of data on changes in enrollment, student withdrawal rates, student graduations, and students receiving Basic Educational Opportunity Grants between spring 1978 and summer 1980 for on-campus evening programs and the Huntsville extension program; (3) analysis of the extension counselor's log of clients categorized by types of services provided; and (4) attitudinal surveys of extension students and faculty to determine their awareness of counseling services and their perceptions of the adequacy of these services. Analysis of the comparative data revealed that after winter 1979, when a full-time counselor was employed for the extension program, increases occurred in enrollment, withdrawal, and graduation rates and in financial aid recipiency. The data on the evening on-campus program, where a full-time counselor was employed throughout the study period, indicated a decrease in enrollment, withdrawal, and graduation rates. Survey instruments and a literature review are included in the study report. (Author/KL)

Pribyl, Paul F.
Protective Breathing Apparatus. Fire Service Certification Series. Unit FSCS-FF-6-80.
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Bureau of Program Development and Operations.
Pub Date 80
Note-31p.; For related documents, see CE 033 897-915.
Available from-Wisconsin Board of Vocational, Technical and Adult Education, P.O. Box 7874, 4802 Sheboygan Avenue, 7th Fl., Madison, WI 53707 (Free to educational agencies).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives; Course Descriptions; *Equipment Maintenance; *Equipment Utilization; *Fire Fighters; *Fire Science Education; Learning Activities; Lesson Plans; Poisons; Postsecondary Education; *Safety Equipment; Teaching Guides; Units of Study
Identifiers-*Breathing Equipment; Gases; Wisconsin

This training unit on protective breathing apparatus is part of a 17-unit course package written to aid instructors in the development, teaching, and evaluation of fire fighters in the Wisconsin Fire Service Certification Series. The purpose stated for the 10-hour unit is to enable the fire fighter to perform routine fire fighting and rescue operations in smoke-filled areas and to perform routine inspection and maintenance of the breathing equipment used. An instructor's guide sheet provides this information: introduction to the topic, instructor preparation, length of unit, methods of instruction, testing, equipment

ED221940 EA015032

Lorenz, John A.

Staff Renewal. Occasional Paper.

Illinois Association for Supervision and Curriculum Development, Normal.

Pub Date 82

Note-56p.

Available from-Publications, Illinois Association for Supervision and Curriculum Development, Department of Curriculum and Instruction, Illinois State University, Normal, IL 61761 ($3.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education; Adult Learning; Educational Change; Educational Environment; *Educational Planning; Elementary Secondary Education; Formative Evaluation; *Inservice Teacher Education; Organizational Change; Organizational Theories; *Program Development; *Staff Development; Training Methods

This guide to effective staff development planning draws extensively on the literature to discuss the concepts crucial at each stage of the planning process. An introductory section reviews the characteristics of adult learners (including what they want to learn and how they prefer to learn it), touching on adult development, learning and personality styles, and adult learning and learning projects. The next five chapters cover the five stages of the staff development or staff renewal process: readiness, planning, training, implementation, and evaluation. The

ED221959 EA015132

Holloway, William H.; And Others

P.O. 94-142: Policy Implementation and Professional Educators' Concern.

Pub Date Mar 81
Note-27p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes; *Adoption (Ideas); Compliance (Legal); *Disabilities; *Educational Innovation; Elementary Secondary Education; Federal Legislation; Intervention; Longitudinal Studies; *Mainstreaming; Measures (Individuals); Participation; *Program Implementation; School Districts; *School Personnel; Tables (Data); Teacher Attitudes; Training
Identifiers-*Education for All Handicapped Children Act; General Concerns Inventory; Kansas; Stages of Concern about the Innovation

The concerns of Kansas educators about the implementation of the Education for All Handicapped Children Act (P.L. 94-142) mandate are examined in this research report. Five different samples of public school educators, totaling 7,000 persons, were randomly selected and stratified according to district size. Each sample was sent either the Stages of Concerns Questionnaire (SoCQ) or the General Concerns Inventory (GCI). Returns were obtained from between 32 and 39 percent of the different samples. The hypothesis central to the study was that the developmental sequence of concerns is predictable and can be observed and measured. The longitudinal design provided a basis for (1) an annual examination of educators' concerns regarding P.L. 94-142, (2) assessment of the change in stages of concern over time, (3) a test of the

ED222015 EC150083

Coyne, Phyllis

Social Skills Training: A Three-Pronged Approach for Developmentally Disabled Adolescents and Young Adults.

Oregon Univ., Portland. Health Sciences Center.

Pub Date 80

Grant-50-P-50368

Note-80p.; For related document, see EC 150 082. Supported by the Developmental Disabilites Office, Region X.

Available from-Oregon University Health Sciences Center, Crippled Children's Division, P.O. Box 574, Portland, OR 97207 ($5.00 prepaid).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adolescents; Behavior Modification; *Developmental Disabilities; Discussion (Teaching Technique); Evaluation Methods; Games; *Interpersonal Competence; *Learning Activities; Models; *Normalization (Handicapped); Recreational Activities; Role Playing; Social Development; *Student Evaluation; Teaching Methods; Young Adults

The document is designed to provide practical information for teachers, parents, group home workers, work activity personnel, and others interested in developing social interaction skills and appropriate social behaviors in developmentally disabled adolescents and young adults. An introductory section discusses social problems of the developmentally disabled adolescent and young adult, such as lack of friends, inappropriate social behaviors, and poor self concept. The three-pronged training model for social skill development utilizes three

ED222034 EC150304

Siegel, Gerald

English and the Learning-Disabled Student: A Survey of Research.

Pub Date Apr 82

Note-13p.; Paper presented at the Annual Meeting of the College English Association (13th, Houston, TX, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students; *English Instruction; Higher Education; *Intervention; *Learning Disabilities; Literature Reviews; *Student Characteristics; *Student Needs; Teaching Methods

The author reviews literature on teaching the learning disabled (LD) in college English classrooms. He notes work by V. Davis which suggests the following methods and techniques: (1) reinforce coping techniques the students have already developed; (2) provide help with reading tasks through summaries of vocabulary; (3) allow taping of classes (to overcome notetaking problems); (4) allow oral compositions and tests; and (4) permit aid of a reader (as a visually impaired student might use). Cited is literature which categorizes learning disability into three areas (general, visual, and auditory) and which suggests classroom methods for circumventing these problems such as encouraging use of the typewriter. Considered are three areas of intervention (identification, individualized education, and remediation of associated disorders) needed by LD adults, according to S. Cox. The more theoretical study, by R. Mosby, suggests a de-emphasis of remediation skills and use of whatever instructional strategy works to give the student needed life skills. Cited is research which points out the need to modify overall test procedures for LD students, such as limiting the number of alternative responses. Also noted is case study research (conducted by C. Miller) which provides a description of writing related problems to be expected in working with college LD students, and other case study research which provides insight into stress experiences of adults with

ED222113 HE015509

Martin, C. Joseph; And Others

Small College Retention. A Study and Proposal for Survival.

Pub Date 82

Note-42p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Detroit, MI, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Aspiration; College Curriculum; College Students; *Dropout Characteristics; *Educational Background; Expectation; *Grade Point Average; Higher Education; Individual Development; Institutional Research; School Surveys; Student Attitudes; *Student Attrition; *Student Characteristics; Student Educational Objectives

Identifiers-*Bethel College IN

Findings from a study of 1980-81 student attrition at Bethel College, Indiana, are examined, and new directions at the college for 1981-82 are reviewed. In addition, results of a survey of 120 small colleges regarding attrition efforts are discussed. Based on the study findings, four categories of grade point averages (GPA) of Bethel students are compared to: size of high school graduating class, type of high school attended, marital status while a student, church affiliation (missionary/nonmissionary), type of residence during the last semester at Bethel, degree pursued at Bethel, length of time enrolled before leaving school, the length of time since withdrawing, class status at the time of withdrawal, employment status during last semester of enrollment, types of financial aid received during the last two semesters, academic probation status during attendance, percentage of students who had not declared majors when they left school, number of times major was changed, and original plans for completing degree. The findings indicate that students tend to have unrealistic expectations about school and what should happen in obtaining an education. Most of the students indicated that they intended to graduate from the college when they first enrolled as students. Data relating GPA to reasons for

ED222184 IR010417

Genensky, S. M.; And Others

A Second-Generation Interactive Classroom Television System for the Partially Sighted.

Rand Corp., Santa Monica, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No-R-2138-HEW

Pub Date Jun 77

Contract No-300-75-0123

Note-77p.; Photographs may not reproduce.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Audiovisual Aids; *Electronic Equipment; Elementary Education; *Input Output Devices; Instructional Materials; *Partial Vision; *Production Techniques; Reading Instruction; Video Equipment; Videotape Recordings

Identifiers-*Two Way Television

The interactive classroom television system (ICTS) that is described permits partially sighted students and their teachers to be in continuous, two-way visual communication. It was implemented in Rowland Heights, California, as part of the second phase of a project aimed at evaluating how the ICTS helps in teaching basic skills to partially sighted elementary school children in classroom settings. The first of two sections describes the function and operation of the system, which comprises eight stations, a master control unit, a room-viewing camera and control unit, a videotape recorder, and color TV monitor/receiver. Section 2 considers the design and electronic implementation of the ICTS, with emphasis on how the electronics are arranged and operate. Included are the overall organization of the system, the input/output

ED221745 CE033938

Health Occupations Curriculum. Skills and Theory for Health Assistant. Volume I, Units 1-4.

Arizona State Dept. of Education, Phoenix.

Spons Agency-Department of Education, Washington, DC.

Pub Date 82

Note-427p.; For related documents see CE 033 939-943.

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-*Allied Health Occupations Education; *Anatomy; Behavior; Communication Skills; Ethics; First Aid; *Health Facilities; *Health Occupations; *Health Personnel; Hospitals; Human Body; Job Skills; Learning Modules; *Physiology; Secondary Education; Vocational Education

Identifiers-Cardiopulmonary Resuscitation; *Health Aides; Heimlich Maneuver; Long Term Care Facilities

ED221768 CG016[illegible]3

Norris, Carol A.; And Others

Cyesis: Year-End Evaluation 1980-81. Research Services Report.

Phoenix Union High School District No. 210, AZ.

Report No-33:08:80/81:006

Pub Date 81

Note-66p.; Best copy available.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Persistence; *Early Parenthood; High Schools; *High School Students; *Individualized Instruction; Interdisciplinary Approach; *Nontraditional Education; *Pregnant Students; *Program Effectiveness; Program Evaluation; *Pupil Personnel Services; Social Services; Student Characteristics

Phoenix, Arizona, has experienced the impact of a nationwide trend toward an increased teenage birthrate, with nearly 1,500 births to teenage mothers in 1980. To serve the special needs of teenage mothers, the Phoenix Union High School offers an alternative education program,

ED221792 CG016218

Gomberg, Christopher A.; Billings, Andrew G.

Family Treatment Approaches to Alcoholism: Assessing the "Alcoholic Family".

Pub Date Apr 82

Note-15p.; Paper presented at the Annual Meeting of the Western Psychological Association (62nd, Sacramento, CA, April 7-11, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alcoholism; Attitude Measures; Case Studies; *Counseling Techniques; *Evaluation Methods; *Family (Sociological Unit); *Family Counseling; *Family Environment; Family Life; Family Problems; Systems Approach

Identifiers-*Family Environment Scale

Research and clinical support for the connections between alcohol

ED221857 CS207126

Smith, David M.

Fantasy-Reality Use of Mass Media by Children: A Longitudinal Study.

Pub Date 81

Note-23p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents; Elementary Secondary Education; *Fantasy; *Information Sources; Longitudinal Studies; *Mass Media Effects; *Media Research; *Television; Television Viewing

Identifiers-*Fantasy Reality Dichotomy; *Media Use

A study of media use by children was conducted to produce an index of fantasy-reality orientation derived from the respondents' stated preferences for media content combined with their responses to a series of open-ended questions designed to tap the gratifications they claimed to receive from the media. Data were collected in three waves, when the subjects were 11-12, 13-14, and 15-16 on an initial panel of 632. Considering nonmedia as well as media sources of gratification indicated

ED222130 HE015540

Missouri Extension Study Commission. Report to the Governor and General Assembly.

Missouri State Extension Study Commission, Jefferson City.

Spons Agency-Missouri State General Assembly, Jefferson City. Senate.

Pub Date Mar 78

Note-132p.; Some pages may not reproduce well due to small print.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*College Administration; Continuing Education; *Credit Courses; Educational Assessment; Educational Objectives; Educational Quality; Employment Practices; *Extension Education; Financial Support; Government School Relationship; Higher Education; Intercollegiate Cooperation; Local Government; *Needs Assessment; *Noncredit Courses; Off Campus Facilities; Program Evaluation, School Organization

ED221667 CE033374

Bridgeford, Nancy; Douglas, Marcia

Making an Educational Innovation Stick: Building State Networks to Support Experience-Based Career Education.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 79

Contract No-NIE-G-78-0206

Note-52p.

EDRS Price - MF01/PC03 Plus Postage.

ED221816 CG016254

Long, Barbara H.

Attitudes toward Marriage among Unmarried Female Undergraduates: Evaluations vs. Behavior Intentions.

Pub Date Apr 82

Note-19p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Students; *Expectation; Family Influence; *Females; Higher Education; *Marriage; Predictive Validity; Projective Measures; Role Perception; *Sex Role; *Student Attitudes; Work Attitudes

Attitudes toward marriage among unmarried women are of interest

ED221879 CS207218

Callahan, Tim; Felton, Randall

The Newspaper in the Social Studies Classroom: An Issue Oriented Curriculum.

Pub Date [80]

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Area Reading; Instructional Materials; *Learning

ED221999 EC150067

Cosby, Jane

[Independent Living Skills: Guides and Curriculum Materials.]

New Age College for Living, Webster Groves, MO.

Pub Date 81

Note-121p.

EDRS Price - MF01/PC05 Plus Postage.

ED222055 FL013221

Poggi, Claudine

Imitation as a Language Learning Strategy: Evidence from a Chinese Child.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date 82

Note-9p.; In its: Papers and Reports on Child Language Development, Number 21, p79-86.

EDRS Price - MF01/PC01 Plus Postage.

ED222075 FL013252

Berdan, Robert

Implementing the Lau Decision in the 1980's: Implications for Research. Professional Papers B-1.

National Center for Bilingual Research, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 81
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.

ED222205 JC820454

Ratcliffe, Carl J.

A Study to Determine the Need for Night-Time Child Care Services at John C. Calhoun State Community College.

Pub Date Jan 82
Note-65p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Ancillary School Services; Community Colleges; *Day Care; Evening Programs; *Evening Students; Financial Support; One Parent Family; *Parents; *Student Attitudes; *Student Needs; Two Year Colleges; Two Year College Students
Identifiers-*John C Calhoun State Community College AL

A study was conducted in 1981 at John C. Calhoun State Community College to determine the need for evening child care services, the possibility of state or federal funding for these services, and the attitudes of students without dependent children toward the use of student activity funds to provide child care. Surveys were administered to 144 students in extension English composition classes. Students with dependent children were asked for information on demographics, income, employment, number of parents in the home, number and ages of children needing evening child care, hours per week care would be needed, if a meal should be served, perceived need for child care, and the cost considered reasonable for services. Students without dependent children were asked to provide demographic data and to indicate if and how much student activity funds should be designated for child care. Survey data indicated that 24% of the students (N=35) had dependent children and that 43 of their children needed evening child care services. Of those without dependent children (N=109), 78% were willing to use part of the student activity fees for child care services. As part of the study, five institutions reported to provide child care services were contacted; however, none of the three responding schools provided evening child care. A check of state and federal child care funding sources revealed that only funding from the Child Nutrition Program was available in Alabama. Survey instruments and a literature review are included. (Author/KL)

ED222206 JC820457

McIntyre, Chuck

Information System Plan.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date 16 Sep 82
Note-55p.; Report discussed at the meeting of the Board of Governors of the California Community Colleges Legislative and Administration Committee (Fresno, CA, September 16, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Planning; *Community Colleges; *Data Collection; Educational Administration; Information Needs; Information Utilization; *Management Information Systems; State School District Relationship; *Statewide Planning; Two Year Colleges
Identifiers-*California

Prepared for review and discussion by the Board of Governors of the California Community Colleges (CCC), this report provides background and recommendations for the refinement, expansion, and increased use of the information system of the CCC Chancellor's Office. Following introductory material proposing an expanded scope of the information system to include integrated data files on students, courses, programs, facilities, finance, staff, instructional profiles, and the community for all of the state's community colleges, the conceptual design of the system is set forth. Potential state and local impacts of the expansion are reviewed, and the relation of this system to other local, state, and federal data systems is explained. The current status of the Chancellor's Office's information system is then assessed, and the degree of voluntary compliance with reporting guidelines by local districts/colleges is examined. Next, components of the plan are outlined, including mandates for data collection and sanctions for non-compliance; applications of the data; implementation of a single integrated student course reporting system; use of the system for planning, policy analysis, and evaluation; requirements for technical and organizational refinements; and budget implications. Appendices include a status report; a plan for the incorporation of comparative data, projections, longitudinal data, and qualitative assessments; a project time-line; and a list of student data elements. (KL)

ED222207 JC820461

Petersen, Allan L.; Berg, Ernest H.

Program and Course Approvals. Annual Report.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date Oct 82
Note-15p.; Discussed as Agenda Item 2 at the meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, October 28-29, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Programs; Community Colleges; *Community Services; *Credit Courses; Curriculum Development; Evaluation Criteria; *Noncredit Courses; *Program Validation; *State School District Relationship; Two Year Colleges
Identifiers-*California

As required by Title 5 of the Administrative Code, this report provides information on approvals of community college courses and programs by the Chancellor of the California Community Colleges. First, background is provided, outlining the provisions of Title 5 with regard to the standards and criteria for credit, non-credit, and community service courses and classes. Next, the processes are outlined by which courses not forming part of an approved educational program are reviewed and by which educational programs are submitted to the Chancellor's Office for review after prior approval by local boards of trustees. The following section presents information on credit course and program approvals during 1981-82 by program area and taxonomy of program categories. Next, information on non-credit course approvals during 1981-82 is provided, and the changes in the numbers of approved non-credit courses between 1977 and 1982 are detailed. Then, a summary is provided of activity in the area of community service classes, which are not required to have the approval of the Chancellor's Office. This section displays information on the total number of avocational classes, recreational classes, seminars, lecture series, forum series, workshops, conferences, and professional and occupational in-service classes. Changes in the number of community service classes offered between 1977 and 1981 are indicated. Finally, revised procedures for course and program approval are briefly outlined. (HB)

ED222208 JC820462

Keating, Joseph P.

Community College Finance for 1983-84.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Oct 82

Note-16p.; Discussed as Agenda Item 5 at the meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, October 28-29, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Budgeting; College Planning; *Community Colleges; *Educational Finance; *Finance Reform; *Financial Support; Foundation Programs; Higher Education; Organizational Objectives; Program Budgeting; *State Aid; *Statewide Planning; Two Year Colleges

Identifiers-*California

Background information is presented for use by the Board of Governors of the California Community Colleges Budget and Finance Committee in developing principles for allocating state funds to community college districts in 1983-84 and in the future. First, committee tasks and objectives are outlined, and the major issues affecting the allocation of state funds are specified, including equity, stability, and continuity of funding, and the provision of revenues to meet high priority program needs. Next, 11 observations are made regarding funding levels, potential changes in funding, and likely effects on programs. Then, the existing policy of the Board of Governors is presented, including the long-term finance plan for the 1980s, which identifies goals and priorities of assuring stability, maintaining community-oriented missions, emphasizing accountability, and retaining open admissions. In addition, a brief description of the 1981 finance plan is provided. After a discussion of the evolution of state funding policies during the last decade, the existing funding mechanism used in the community college system is explained. Next, alternative methods of financing community colleges are discussed, including negotiated budgets, foundation programs, a unit rate formula, and cost-based program funding. Finally, the funding methods used by the K-12 system, community colleges, and the California State University and the University of California systems are reviewed. (HB)

ED222209 JC820467

Knoell, Dorothy M.

Summary of the Final Report of the Statewide Longitudinal Study of Community College Students.

California State Postsecondary Education Commission, Sacramento.

Pub Date 20 Sep 82

Note-54p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Transfer Students; Community Colleges; *Lifelong Learning; Longitudinal Studies; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students; *Vocational Education

Identifiers-*California; *Statewide Longitudinal Study CA

A summary is provided of the final report of the California Statewide Longitudinal Study (SLS) of community college students. Chapter 1 provides background to the study; its methodology; and the characteristics of students in the study sample in terms of age, sex, ethnicity, educational and employment history, original college goals, disadvantages, and enrollment patterns. Chapter 2 describes the various prototypes developed in the course of the study: (1) transfer prototypes, including the full-time transfer, the part-time transfer, the undisciplined transfer, the technical transfer, the intercollegiate athlete, and the expediter; (2) vocational prototypes, including the program completer, the job seeker, the job up-grader, the career changer, and the license maintainer; and (3) special interest prototypes, including the leisure skills students, the education seeker, the art and culture student, the explorer/experimenter, the basic skills student, and the lateral transfer. Chapters 3, 4, and 5 present detailed information about the students within each of the three major prototype categories, covering personal characteristics, educational and employment history, enrollment patterns, and effects of the college experience. Chapter 6 contains a summary of the principal investigator's conclusions about each of the major student prototypes and discusses general study findings and their implications. A summary of the results of an earlier longitudinal study is appended. (HB)

ED222210 JC820470

Keim, H. David, III; And Others

A Model for Determining Student Attrition. Occupational Education Research Project. Final Report.

North Carolina State Dept. of Community Colleges. Div. of Planning and Research Services.

Pub Date Jun 82

Note-80p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Persistence; Community Colleges; Data Collection; *Dropout Characteristics; Dropout Research; Models; Participant Satisfaction; Questionnaires; School Holding Power; State Surveys; Student Attitudes; *Student Attrition; Student College Relationship; Student Educational Objectives; Two Year Colleges; *Two Year College Students

Identifiers-*North Carolina

In March, 1980, a project was undertaken to develop a model for continued identification and analysis of attrition factors in the North Carolina Community College System (NCCCS). Specifically, the project was designed to define attrition and distinguish dropouts from other non-returning students; develop and validate instruments for collecting attrition data; develop a survey for currently enrolled students to ascertain problem areas; determine broad and specific factors affecting attrition; and develop a data-gathering model. Over a 2-year period, data were collected from more than 10,000 students attending 7 NCCCS institutions, revealing: (1) a mean of 29.7% and a median of 24% of non-continuing students were graduates, transfers, and short-term goal completers; (2) students working full-time were significantly more likely to drop out than students working part-time; (3) dropout students felt more strongly that their classes "did not meet their expectations"; (4) dropout students rated their instructors lower than did persisters and achievers; and (5) work, financial, transportation, and personal reasons were most frequently given for dropping out. The project report includes a review of attrition literature; information on study background, methodology, and findings; and recommendations for a data-gathering model, involving annual data collection using personal interviews. Appendices include questionnaires for entering, enrolled, and non-continuing students. (Author/KL)

Pearson, Thomas R.
Guidelines for Implementing a Real Estate Cooperative Education Program.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
Report No-E-782-6C-365

Pub Date May 82
Note-30p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cooperative Education; Cooperative Programs; Postsecondary Education; Program Administration; *Program Development; *Program Implementation; *Real Estate Occupations; Scheduling; *School Business Relationship; Student Evaluation

Background information and guidelines are provided for the development of cooperative education programs for real estate industry personnel. The first section outlines the operation of cooperative education programs and presents two organizational plans: the alternating plan, where students attend class full-time and work full-time during alternate terms, and the parallel plan, where students attend class and work during the same term, both on a part-time basis. This section highlights certain administrative and operational requirements that are important to program success. These include academic community acceptance, centralized responsibility, rules and regulations, and the preparation of promotional literature. In addition, this section identifies the benefits of cooperative education to students, employers, educational institutions, and society. After an enumeration of the common characteristics of four successful cooperative education programs in Texas, the second section offers guidelines for program implementation, covering: (1) program objectives; (2) essential planning components, including recruiting students, securing work sites, placing students with employers, and reintegrating students into the academic environment; (3) additional planning considerations; (4) sources of academic support; and (5) the program coordinator's role. Appendices provide calendar models, sources for job leads, student evaluation procedures, and guidelines for the program coordinator. (HB)

ED222212 JC820472

Educating Women for a Full Future. Final Report of the Women's Education Study Commission of Midway College. Revised.
Midway Coll., KY.
Pub Date 25 Oct 82
Note-36p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Curriculum; *College Role; Educational Benefits; Females; *General Education; Single Sex Colleges; Student Personnel Services; Two Year Colleges; *Womens Education

Prepared by Midway College's (MC's) Women's Education Study Commission, this report discusses critical issues for women's education in the last two decades of the 20th century and the role of MC, Kentucky's only women's college, in the area of women's education. After introductory material outlines the membership and tasks of the Commission, part 1 examines the issue of educating women for a full future. Three components are identified as necessary parts of college education for women: marketable skills; critical thinking capacity; and a realistic, positive self-image. In addition, part 1 argues for intervention strategies to broaden women's choices; the importance of education in religion and ethics, comparative culture, and foreign languages; and the legitimacy of homemaker and volunteer options for women. Part 2 discusses the contributions MC can make to women's education, stressing the importance of a firm commitment to liberal learning, specific training options for faculty, the integration of marketable skills with liberal education, the provision of a stimulating environment, and role models for students. Part 3 outlines specific curricular concerns and suggestions, and emphasizes the value of basic skills, computer, foreign language, and library skills instruction. Part 4 discusses the proposed implementation of a number of Commission recommendations, including a career life planning course, a campus volunteer services bureau, and improved career counseling. (HB)

ED222213 JC820473

Johnson, Mary

An Artifacts Festival at East Tennessee State University: Teaching Social History With Artifacts.

Pub Date May 82
Note-20p.; Paper presented at the 1982 Institute on Staff Development (Austin, TX, May 25-28, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students; Cultural Awareness; *Cultural Education; *Folk Culture; Higher Education; *History Instruction; Rural Education; Student Motivation; *Student Projects; *Student Research; United States History; Universities
Identifiers-*Artifacts; *East Tennessee State University

As part of an American History survey course at East Tennessee State University, students conducted research on ordinary objects from homes, barns, and workshops in the Tri-Cities area of Tennessee, learned techniques for displaying and interpreting artifacts, and designed and constructed exhibits illustrating aspects of homelife and work in the Appalachian region in the 19th and 20th centuries. The overall objective of the course was to help students gain an appreciation for history by recognizing its relevance to their lives and the evolution of their communities. Four more immediate goals were to: (1) introduce students to the value of studying commonplace artifacts in enriching their understanding of their past; (2) heighten students' awareness and pride in their regional heritage through interviews with older relatives and examinations of letters, diaries, and photographs in local archives; (3) engage students in their own historical research to overcome their lack of concern for academic endeavors; and (4) involve students in a collective learning experience permitting them to share the rewards of probing the material culture of their region. The course culminated with a daylong Artifacts Festival featuring 13 exhibits and a slide presentation. The positive results of the project were seen in students' pride in their work and the improved quality of their papers. Instructional materials used in the course are included in the appendices. (HB)

ED222214 JC820474

Handbook of Accreditation and Policy Manual. 1981 Edition.
Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.
Pub Date 81
Note-144p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Accreditation (Institutions); *Accrediting Agencies; *Agency Role; Community Colleges; Eligibility; *Evaluation Methods; Institutional Evaluation; Policy; Program Evaluation; *Standards; *Two Year Colleges

Designed by the Accrediting Commission for Community and Junior Colleges (ACCJC), this handbook outlines the standards, procedures, and policies for the accreditation of community and junior colleges in California, Hawaii, Micronesia, Guam, and American Samoa. Part 1 states the conditions for achieving and maintaining accreditation, focusing on eligibility, accreditation candidacy, accredited status, application procedures, periodic review, and appeal. Part 2 discusses the use of standards for accreditation in self-study, accreditation team visits, and review by ACCJC. The standards themselves are also presented, covering institutional goals and objectives; educational programs; instructional staff; student and community services; learning, physical, and financial resources; governance and administration; and district/system relationships. Part 3 examines the institutional self-study, describing the format and content of four types of accreditation reports and the documentation required for accreditation visits. Part 4 outlines procedures for evaluation teams, visits, and reports, and part 5 reviews the procedures used by the ACCJC for accreditation actions. Part 6 details commission policies related to, for example, the purposes of accreditation, public access, the role of officers, practices and ethics, review and appeal, and information disclosure. Appendices include a list of accrediting agencies, a glossary, and suggestions for institutional self-study. (HB)

ED222215 JC820475

Scott, David C.
Nursing Education Follow-Up Study--1982 R.N.'s.

Bakersfield Coll., Calif.
Pub Date Oct 82
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Associate Degrees; College Graduates; Community Colleges; *Employment Patterns; Followup Studies; *Nurses; *Nursing Education; *Participant Satisfaction; *Program Evaluation; Questionnaires; Student Characteristics; Two Year Colleges; Vocational Followup

In 1982, a follow-up study of nursing graduates of the Bakersfield College Registered Nursing (RN) program was conducted to obtain information that would lead to improvement in program quality and to a better match between supply and demand in the local nursing labor market. In addition, the study compared results with similar studies conducted between 1974 and 1978. A 40-item questionnaire was sent to 76 graduates, 52 from regular associate degree nursing programs and 25 from a special Comprehensive Employment and Training Act (CETA) program. Study findings, based on responses from 33 graduates, revealed that: (1) graduates had little difficulty in finding jobs, and most were employed full-time in hospitals in Kern County; (2) 78.8% of the respondents had health career experience prior to entering the RN program; (3) reactions to the program were positive, with 93.8% of the respondents indicating they would recommend the program to a friend; (4) the main strengths of the first-year curriculum were seen as clinical experience and rotation, and work in maternity, obstetrics, and pediatrics; while the main weaknesses were seen as the disorganization of instructors and material; (5) the second-year curriculum was also considered strong by the respondents, with the main weakness seen as the allocation of time between subjects; and (6) CETA respondents felt that the nursing staff had trouble meeting their particular needs. The survey instrument is appended. (HB)

ED222216 JC820476

Metty, Michael P.

Policy Implications and Constraints of Educational Telecommunications in a Subarctic Region.

Pub Date Sep 82
Note-11p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education; Community Colleges; *Cultural Awareness; Educational Media; Educational Planning; *Educational Policy; *Educational Technology; Educational Television; Instructional Development; *Outcomes of Education; Policy Formation; *Rural Education; Two Year Colleges
Identifiers-*Alaska

The introduction of telecommunications hardware and systems for educational purposes in Alaska has been rapid and dramatic, but has not adequately addressed the needs of rural Alaskans. The policy-making process for the delivery of educational systems has emphasized technical questions, the breadth of dissemination of programs, costs and benefits, and the choice available to consumers. While such policy approaches are likely to increase access to educational programs, they operate within a framework of the status quo and do not increase the control of the population over the technology or the content of the programs. Neither do these policies challenge the applicability to a rural Alaskan setting of programming based on the culture and values of white, middle-class America. Indeed, experience indicates that programs produced in and for the residents of the lower 48 states cannot adequately address the needs, capacities, experiences, and learning strategies of rural Alaskan residents without major modifications. If educational programming is to be based on community needs, rather than on the technological potential for dissemination, consumers must have adequate information about the system and provide input into the processes of prioritizing, producing, and disseminating educational programs. A final concern for policy making, that of the potential for community destabilization inherent in the introduction of new technologies, demands that policies reflect the purview of both the clientele and the state. (HB)

ED222217 JC820477

Moyer, Ruth A.

IBM Electronic 75 Self-Instructional Module.

Trident Technical Coll., Charleston, S.C.

Pub Date [82]

Note-82p.; One of four modules used in Trident Technical College's Secretarial Science Instructional Lab. For other modules, see JC 820 478-480.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Business Skills; Community Colleges; *Equipment Utilization; Learning Laboratories; Learning Modules; *Office Occupations Education; Two Year Colleges; *Typewriting; *Word Processing

Identifiers-*IBM Electronic 75 Typewriter

Designed for use in Trident Technical College's Secretarial Science Instructional Lab, this learning module provides self-instructional lessons and self-tests to teach students to operate the IBM Electronic 75 Typewriter and use the storage capabilities and special features of the machine. Each lesson focuses on one or more specific tasks, providing learning objectives, illustrations, detailed explanations and instructions, and a self-test and answer key. The 14 lessons cover: (1) inserting paper, setting margins, and locating and identifying parts of the machine; (2) resetting margins, setting tab stops, and using the automatic carrier return; (3) using the preset tab grid to type tables; (4) correcting errors and using the one-line memory; (5) centering and underscoring automatically; (6) using and clearing the memory; (7) using the "advance to" and "return to" functions, and deleting and inserting words and lines in the memory; (8) using the automatic hyphenation, phrase storage, and required space features and typing required hyphens; (9) using the stop code and tab/indent instructions, and typing a multi-page document; (10) typing form letters with variable information; (11) typing tables using column layout and number alignment; (12) typing text with tables; (13) using both number alignment and column layout in tables; and (14) the meaning of bells, lights, and whistles. A brief description of the instructional lab is included. (AYC)

ED222218 JC820478

Moyer, Ruth A.

SSC 254 Screen-Based Word Processors: Production Tests. The Lanier Word Processor.

Trident Technical Coll., Charleston, S.C.

Pub Date [82]

Note-28p.; One of four modules used in Trident Technical College's Secretarial Science Instructional Lab. For other modules, see JC 820 477-480.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges; *Equipment Utilization; Learning Laboratories; *Office Occupations Education; Two Year Colleges; *Word Processing

Identifiers-*Lanier Word Processor

Designed for use in Trident Technical College's Secretarial Lab, this series of 12 production tests focuses on the use of the Lanier Word Processor for a variety of tasks. In tests 1 and 2, students are required to type and print out letters. Tests 3 through 8 require students to reformat a text; make corrections on a letter; divide and combine paragraphs; resequence paragraphs and lists; center, underscore, and capitalize; and create right-justified margins. Tests 9 through 11 focus on the use of diskettes, instructing students to enter a two-page text onto the diskette, transfer materials from diskette to diskette, and insert additional material onto a pre-recorded diskette. Finally, test 12 requires students to use a "list/merge" program to insert variable information. An introduction to the Secretarial Science Instructional Laboratory, describing its purpose, operations, equipment, independent study opportunities, testing center functions, and benefits, is included. (AYC)

ED222219 JC820479

Moyer, Ruth A.

The IBM 3741/3742 Data Entry Station Self-Instructional Module.

Trident Technical Coll., Charleston, S.C.
Pub Date [82]
Note-104p.; One of four modules used in Trident Technical College's Secretarial Science Instructional Lab. For other modules, see JC 820 477-480.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Business Skills; Community Colleges; *Equipment Utilization; Learning Laboratories; Learning Modules; *Office Occupations Education; Two Year Colleges; *Word Processing
Identifiers-*IBM 3741 3742 Data Entry Station

Designed for use in Trident Technical College's Secretarial Science Instructional Lab, this learning module provides self-instructional lessons and self-tests to teach students to operate the IBM 3741/3742 Data Entry Station using most of the features of the machine. Each module focuses on one or more characteristics of the machine, providing learning objectives, illustrations, detailed explanations and instructions, exercises, and a self-test and answer key. The 15 lessons focus on definitions of word processing terminology; handling and caring for the IBM 3742's diskette; the uses of data set labels; special keys and features of the machine; recording and altering records on a diskette; loading programs from the diskette; and operating the IBM 3742's disk 2 drive station from the disk 1 station. In addition, a brief description of the Secretarial Science In addition, a brief description of the Secretarial Science Instructional Lab is provided, which examines its purpose, operations, equipment, independent study opportunities, testing center functions, and benefits. (AYC)

ED222220 JC820480

Moyer, Ruth A.

The IBM Mag Card II Typewriter: Self-Instructional Materials.

Trident Technical Coll., Charleston, S.C.

Pub Date [82]

Note-120p.; One of four modules used in Trident Technical College's Secretarial Science Instructional Lab. For other modules, see JC 820 477-479.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Community Colleges; *Equipment Utilization; Learning Laboratories; Learning Modules; *Office Occupations Education; Two Year Colleges; *Typewriting; *Word Processing

Identifiers-*IBM Mag Card II Typewriter

Designed for use in Trident Technical College's Secretarial Science Instructional Lab, this learning module provides self-instructional lessons and self-tests to teach students to operate the IBM Mag Card II Typewriter. Each module focuses on one or more features of the machine, providing learning objectives, illustrations, detailed explanations and instructions, and a self-test and answer key. The 22 lessons focus on learning the parts of the machine; the functions and uses of specific keys; the use of the memory and mag card; features such as automatic underscoring and centering; and instructions for using the machine for special tasks, e.g., typing multi-page papers or creating tables. A brief description of the Secretarial Science Instructional Lab is also provided, which examines its purpose, operations, equipment, independent study opportunities, testing center functions, and benefits. (AYC)

Cohen, Edward G

A Longitudinal Analysis of Departmental Credits by Curriculum for Fall 1980, Spring 1981 & Fall 1981 Semesters.

Queensborough Community Coll., Bayside, NY. Office of Testing and Institutional Research.
Pub Date 82
Note-29p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Associate Degrees; *College Credits; Community Colleges; *Departments; Educational Certificates; Enrollment Rate; *Enrollment Trends; Full Time Equivalency; *Majors (Students); *Remedial Instruction; Two Year Colleges

Designed to enable Queensborough Community College to predict with greater accuracy the impact of changing enrollments on the number of credits generated in particular departments, this report provides data tables showing the relationships between curriculum and department in terms of credits and/or remedial hours generated. Tables 1 through 18 provide a three-semester (fall 1980 and spring and fall 1981) breakdown of credits, and remedial hours where appropriate, for 18 departments: art and design; basic educational skills; business; biological sciences and geology; chemistry; electrical and computer technology; English; foreign languages and literature; health, physical education, and dance; history; mathematics; mechanical technology and design drafting; music; nursing; physics; social science; speech communication and theatre arts; and "unknown" department. For each department, number and percentages of credits/remedial hours are given for each of 24 curricular majors, e.g., photography certificate, business accounting, business data processing certificate, business transfer, fine and performing arts, liberal arts, pre-nursing, nursing science, pre-engineering, and non-degree. The remaining three tables present: (1) total credits and remedial hours by department, curriculum, and semester; (2) credits by curriculum and department for fall 1981; and (3) credits and/or remedial hours converted into full-time equivalencies. (KL)

ED222222 JC820484

Cohen, Edward G.

Transfer Requests at Queensborough Community College: An Analysis by Curriculum, Credits and Grade Point Average.

Queensborough Community Coll., Bayside, NY. Office of Testing and Institutional Research.

Pub Date 79

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Credits; *College Transfer Students; Community Colleges; *Dropouts; *Educational Mobility; *Enrollment Influences; Grade Point Average; Graduation; Majors (Students); Participant Satisfaction; *Student Characteristics; Two Year Colleges; *Two Year College Students

A study was conducted at Queensborough Community College (QCC) to identify the characteristics of students seeking to transfer from QCC before graduation. Beginning in February 1979, all students requesting that a QCC transcript be forwarded to another institution were required to complete a transfer request data form, indicating demographic information, enrollment status, graduation status, school(s) to which the transcript would be sent, reason for transferring, and changes at QCC that would discourage pre-graduation transfer. Additional information on students' credits earned, curricula, and grade point average (GPA) was provided by the registrar. Approximately 650 transfer forms were completed by QCC students as of May 1979. From these, 113 were selected to represent the population of non-graduate students seeking to transfer. Analysis of these forms indicated that: (1) 66% of the non-graduate transfers were full-time students; (2) their mean GPA was 2.4 for an average of 40 credits; (3) the largest group (48.7%) were liberal arts students; (4) 58.3% of the transfer applicants did not plan to graduate from QCC before transferring; (5) students with GPA's of 0 to .99 and 2.00 to 2.49 constituted a combined total of 40% of the non-graduate transfers; and (6) desire to attend a four-year institution and unavailability of desired curriculum at QCC were the most frequently cited reasons for transferring. Appendices include data on high school grades of QCC entrants for 1969 through 1979 and the transfer form. (KL)

ED222223 JC820485

Cohen, Edward G.

A Profile of Non-Degree Students at Queensborough Community College, Spring 1982.

Queensborough Community Coll., Bayside, NY. Office of Testing and Institutional Research.

Pub Date May 82

Note-19p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Students; Age; College Credits; Community Colleges; Females; Full Time Students; Grade Point Average; Males; Married Students; *Nonmajors; Part Time Students; Single Students; *Student Characteristics; Two Year Colleges; *Two Year College Students

Identifiers-*Nondegree Students

During the spring semester, 1982, a study was conducted at Queensborough Community College (QCC) to determine the characteristics, course preferences, and academic performance of non-degree students, that is, the 18% (N=2,133) of the total student body (N=11,800) without a declared curriculum. The study showed that the mean age of the non-degree student was 28 years, with the largest group (43%) falling in the 26 to 30 age category. Slightly more than half were women, and about 37% were married. About 15% of the non-degree students were enrolled full time, i.e., taking 12 or more credits. Most courses taken by the non-degree students were in business (28.2%), with physical education and social sciences the next most popular course categories. Remedial courses in English and/or mathematics represented about 8% of the courses taken by non-degree students. Approximately 60% of the students had previously attended QCC, and more than 50% of the group had satisfactorily completed 5 to 29 credits, with 9 being the median number of credits completed successfully. About 3% of the non-degree students had earned associate degrees from QCC in previous years. Of the students who had previously attended QCC, more than 50% had earned a cumulative grade point average of "B" or better. (KL)

ED222224 JC820486

Streff, Deborah

Utilization of Cable Television to Provide Instruction and Information Services to CETA-Eligible Persons in Marshalltown. Project Report.

Iowa Valley Community Coll. District, Marshalltown, IA.

Spons Agency-Iowa Office of the Governor, Des Moines.

Pub Date Oct 81

Note-75p.; Funded by a Governor's Special Grant under the Comprehensive Employment and Training Act (CETA).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Counseling; Community Colleges; Community Education; *Employment Programs; Enrollment; Followup Studies; *High School Equivalency Programs; *Nutrition Instruction; Outreach Programs; Program Descriptions; Program Effectiveness; Questionnaires; *Telecourses; Two Year Colleges

Identifiers-*Comprehensive Employment and Training Act

A project was undertaken by the Iowa Valley Community College District (IVCCD) to provide information and instruction via cable television to persons eligible for Comprehensive Employment and Training Act (CETA) programs. The project sought to identify and enroll at least 15 CETA-eligible persons in each of 3 programs; "TV High School," designed to prepare viewers to take the General Educational Development high

school equivalency exam; "Voyage: Challenge and Change in Career/Life Planning," which emphasized the value of planning and personal responsibility; and "Food Stuff: Nutrition for the Family," a program providing advice on budgeting and food selection and preparation. The project report provides information on the contributions of cable television to education; project objectives; personnel; the three television programs; scheduling constraints; program promotion and participant recruitment; enrollments; and a student progress assessment, which used a telephone survey to determine participants' progress in changing employment status. Extensive appendices provide a detailed report on the "Voyage" course; newsletters providing information on diet, nutrition, and meal planning distributed free of charge to enrollees in the "Food Stuff" course; a list of agencies highlighted in 3- to 5-minute information segments on services eligible to CETA-eligible persons that were also used in the project; survey forms and results; and a schedule of television classes. (KL)

ED222225 JC820487

Hanks, Marlene

Careers for Homemakers (A Displaced Homemakers Program).

Saint Louis Community Coll., Mo.

Pub Date [82]

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ancillary School Services; *Career Counseling; Community Colleges; *Employment Services; Equal Opportunities (Jobs); Females; Job Placement; Job Search Methods; Program Descriptions; *Reentry Workers; Two Year Colleges; *Womens Education

St. Louis Community College's Careers for Homemakers program is a vocational counseling program designed to help displaced homemakers enter the job market for the first time or after a significant absence. The program's goal is to place participants, chosen according to academic or economic disadvantaged eligibility, in jobs consistent with their capabilities. The program offers career interest testing; monthly job readiness skills workshops on topics such as confidence building, resume preparation, job interview skills, and stress management; use of an up-to-date job bank, the college job placement center, and state and private employment agencies; referrals to college facilities and services; a job club, which provides support, information, assistance, and job referrals to program participants who are considered job ready; a bi-monthly support group supplying reinforcement and encouragement to participants adjusting to the world of work; and weekly assertiveness training classes on dealing with anxiety and developing positive coping skills and self-images. The program provides facilities and resources to a segment of the population often underserved by social service programs, segregated into low paying jobs, and discriminated against on the basis of age. Since its inception, the program has served 1,820 displaced homemakers, 35% of whom have found employment in unsubsidized jobs. Such programs should be supported and expanded in the interest of full national employment. (HB)

ED222226 JC820489

Levy, Stanley A.; Dixon, Melinda E.

Student Reading Ability vs. Textbook Readability at Palomar College.

Pub Date 82

Note-10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges; Humanities Instruction; *Readability; Readability Formulas; Reading Tests; Science Instruction; Student Characteristics; *Textbook Evaluation; Two Year Colleges; *Two Year College Students; Vocational Education

Identifiers-*Palomar College CA

In 1979, a study was conducted at Palomar College (PC) to measure student reading levels; to determine textbook readability in humanities, science, and vocational education courses; and to make recommendations for adjusting the curriculum and/or screening procedures in order to facilitate increased student success in reading technical content-area material. A total of 110 texts were evaluated using the Fry Readability Formula to obtain mean textbook readability grade equivalents for individual disciplines as well as average text readability levels for entire divisions. Student reading ability was assessed for a stratified sample of 1,027 students using the Nelson-Denny Form A Reading Test. The study found the overall average of textbook readability to be at the college sophomore level; however, there was a range of approximately 5.7 grade levels among the various disciplines. Five of the 17 disciplines examined used texts that averaged at the 13th or 14th grade level. Of the students tested, 65.8% read at or above the 12th grade level and 24.2% tested between the 7th and 10th grade levels. Students aged 18 to 21 scored significantly lower than those aged 22 to 50. The highest reading levels were found in students from the letters, engineering, and psychology departments, with the majority reading at or above the 13th and 14th grade levels. The lowest reading levels were found in vocational programs, with a majority of students reading below the 13th grade level. (KL)

ED222227 JC820493

Community Colleges in the State of Arizona: Annual Report to the Governor, 1979-80.

Arizona State Board of Directors for Community Colleges, Phoenix.
Pub Date [80]
Note-127p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-College Curriculum; *College Faculty; *Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; Financial Support; Part Time Faculty; School Districts; School District Spending; State Boards of Education; State Surveys; Student Characteristics; Two Year Colleges; Two Year College Students; *Vocational Education
Identifiers-*Arizona

Information for fiscal year 1979-80 is included in this five-part report with respect to the Arizona State Board of Directors for Community Colleges of Arizona, the state's community college districts, college finances and enrollments, and state vocational education. After outlining the purpose of the community college system and the make-up of the 14-member state board, Section I presents a statement of philosophy of the community college system, delineates the board's expenditures during the year, and indicates the number of teaching certificates issued. Section II contains a directory, providing information on the state's 9 community college districts, 15 colleges, 3 skills centers, and 27 campuses, and includes a staffing profile for each district. Section III presents financial data, including information on revenues and expenditures, sources and disposition of funds, current operating expenditures, an analysis of state aid income, cost and income factors, state aid to community colleges, and indebtedness and investment. Section IV provides enrollment data, focusing on the districts' full-time student equivalency history; student demographics; degrees and certificates awarded; credit hours; and off-campus and non-credit enrollment. Section V provides statistics on vocational education by college and program area, describes new and special projects, and concludes with a matrix showing all curriculum offerings at each of the community colleges. (HB)

ED222228 JC820494

Community Colleges in the State of Arizona: Annual Report to the Governor, 1980-1981.

Arizona State Board of Directors for Community Colleges, Phoenix.
Pub Date [81]
Note-132p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-College Curriculum; *College Faculty; *Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; Financial Support; Part Time Faculty; School Districts; School District Spending; State Boards of Education; State Surveys; Student Characteristics; Two Year Colleges; Two Year College Students; *Vocational Education
Identifiers-*Arizona

This five-part annual report provides information for fiscal year 1980-81 on the Arizona State Board of Directors for Community Colleges of Arizona, the state's community college districts, college finances and enrollments, and state vocational education. After introductory material outlines the purpose of the community college system and the make-up of the 14-member state board, Section I presents a statement of the philosophy of the community college system, delineates the board's expenditures during the year, and indicates the number of teaching certificates issued. Section II contains a directory, providing information on the state's 9 community college districts, 15 colleges, 3 skills centers, and 27 campuses, and includes a staffing profile for each district. Section III presents financial data, including information on revenues and expenditures, sources and disposition of funds, current operating expenditures, an analysis of state aid income, cost and income factors, state aid to community colleges, and indebtedness and investment. Section IV provides enrollment data, focusing on the districts' full-time student equivalency history; student demographics; degrees and certificates awarded; credit hours; and off-campus and non-credit enrollment. Section V provides statistics on vocational education by college and program area, describes new and special projects, and concludes with a matrix showing all curriculum offerings at each of the community colleges. (KL)

ED222229 JC820495

[Community Colleges in the State of Arizona]: Annual Report to the Governor, 1981-1982.

Arizona State Board of Directors for Community Colleges, Phoenix.
Pub Date [82]
Note-139p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-College Curriculum; *College Faculty; *Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; Financial Support; Part Time Faculty; School Districts; School District Spending; State Boards of Education; State Surveys; Student Characteristics; Two Year Colleges; Two Year College Students; *Vocational Education
Identifiers-*Arizona

This five-part annual report provides information for fiscal year 1981-82 on the Arizona State Board of Directors for Community Colleges of Arizona; the state's community college districts; college finances and enrollments; and state vocational education. After outlining the purpose of the community college system and the make-up of the 14-member state board, Section I presents a statement of the philosophy of the community college system, delineates the board's expenditures during the year, and indicates the number of teaching certificates issued. Section II contains a directory, providing information on the state's 9 community college districts, 15 colleges, 3 skill centers, and 27 campuses, and includes a staffing profile for each district. Section III presents financial data, including information on revenues and expenditures, sources and disposition of funds, current operating expenditures, an analysis of state aid income, cost and income factors, state aid to community colleges, and indebtedness and investment. Section IV provides enrollment data, focusing on the districts' full-time student equivalency history; student demographics; degrees and certificates awarded; credit hours; and off-campus and non-credit enrollment. Section V provides statistics on vocational education by college and program area, describes new and special projects, and concludes with a matrix showing all curriculum offerings at each of the community colleges. (HB)

ED222230 JC820497

Collection Development Statement.
Saint Louis Community Coll., Mo.
Pub Date 82
Note-13p.; Prepared by Instructional Resources.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Libraries; Community Colleges; Cooperative Planning; Equipment Standards; *Library Acquisition; Library Cooperation; Library Equipment; *Library Material Selection; Multicampus Colleges; Two Year Colleges

Prepared jointly by the instructional resources staff at all three campus locations and the administrative center of St. Louis Community College (SLCC), this handbook defines SLCC's collection development program and offers college-wide guidance for the acquisition of appropriate instructional materials and equipment and for the reevaluation and maintenance of these items. Following introductory material, the philosophy and mission of SLCC and the objectives of its instructional resources and collection development programs are specified. The next sections establish the locus of responsibility for collection development, provide a description of the clientele served, and review the school's philosophy of service with respect to instructional resources. After affirming the commitment of the instructional resources program to intellectual freedom, the handbook presents the standards and guidelines developed for instructional resources and indicates which materials are under the jurisdiction of the program. Next, the criteria for materials selection and evaluation, the definition of equipment, and the criteria for its selection are presented. The final sections outline budgetary responsibilities, procedures for networking with other libraries and institutions, policies on gifts, and the provision for the annual review of the collection development handbook. (HB)

ED222231 JC820502

Homer, Michael M.

Business Use of Small Computers in the Salt Lake City, Utah Area.

Utah Technical Coll., Salt Lake City.

Pub Date Sep 81

Note-45p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business Education; Business Skills; Community Colleges; Computer Programs; *Curriculum Development; *Data Processing; Educational Needs; *Employer Attitudes; *Microcomputers; *Minicomputers; School Business Relationship; Two Year Colleges

In July 1981, Utah Technical College (UTC) conducted a survey of businesses in the Salt Lake City area to gather information for the development of a curriculum integrating computer applications with business course instruction. The survey sought to determine the status and usage of current micro/mini computer equipment, future data processing acquisition plans, and the perceived importance of applied data processing instruction in business courses. Questionnaires were mailed to 335 small, medium, and large businesses in the areas of agriculture, mining, construction, manufacturing, transportation, wholesale, retail, finance, and services. Study findings, based on an 86% response rate, revealed that: (1) 79% of the firms were using computers for business applications; (2) 51% of the firms planned to obtain a new computer within 5 years; (3) the major business areas in which computers were used were accounts payable and receivable, general ledger, and payroll; (4) 34% of the respondents indicated that their software programs were internally developed, and 31% used both packaged and internally developed programs; (5) 56.7% of the firms employed their own computer programmer, and 33.6% contracted for programming; and (6) 80% of the respondents considered the inclusion of applied data processing in business courses to be of major importance. Based on the findings, it was recommended that UTC revise its business course curricula to include data processing instruction. The questionnaire is appended. (HB)

ED222232 JC820507

Stevenson, Mike

The Impact of Community Colleges on Oregon's 1980-81 Economy.

Mount Hood Community Coll., Gresham, OR. Office of Research.

Pub Date Mar 82

Note-93p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-College Attendance; *Community Benefits; *Community Colleges; *Economic Factors; *Educational Economics; Educational Opportunities; Expenditures; Financial Support; Salaries; State Surveys; Taxes; Two Year Colleges

Identifiers-*Economic Impact Studies; *Oregon

A statewide study was conducted in 1982 to describe the impact of Oregon's 15 community colleges on the state's economy as well as the impact of each college on the economy of its district. Economic impact was defined for the study as the money in circulation within the state or college district due to the existence of the college; i.e., college-related business volume. Surveys were administered to students and staff to ascertain their college-related expenditures and whether these were made in-district, in-state, or out-of-state. Additional data on college expenditures for payrolls and the purchase of goods and services were obtained from college records. Economic impact was then assessed in terms of money in circulation, money in circulation compared with operational tax dollars, jobs created, and enrollment alternatives. The study revealed that: (1) while Oregonians invested over $102 million in the community colleges through state and local taxes, the colleges returned over five times that amount ($552,990,662) to circulation in the economy; (2) 35,999 full-time equivalent jobs were attributable to the colleges; and (3) without the colleges, approximately 43,629 residents would not have attended college in winter term, 1982. Appendices provide the survey instruments and findings on the impact of each community college on its district's economy and a discussion of the statewide socioeconomic and educational impacts of the colleges. (KL)

ED222233 JC820508

Kinnick, Mary K., Ed.

Oregon Community College Economic Impact Study: A Guidebook.

Mount Hood Community Coll., Gresham. OR. Office of Research.

Pub Date Oct 82

Note-84p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Data Analysis; Data Collection; *Economic Research; *Educational Economics; Information Dissemination; Intercollegiate Cooperation; Planning; Publicity; Questionnaires; Research Design; *Research Methodology; Research Problems; *Research Utilization; *State Surveys

Identifiers-*Economic Impact Studies; *Oregon

Based on the experience of developing and implementing a cooperative study of the economic impact of Oregon's community colleges, this guidebook describes the process of conducting the study in order to assist institutions planning to undertake similar investigations. In Part I, the purpose, focus, and scope of the Oregon study are reviewed, and the possible advantages and disadvantages considered prior to its implementation are cited. Key factors in the early planning phase are examined in part II, including sponsors, staff enthusiasm, scheduling, control and coordination, and team selection. This section also identifies hindrances encountered during the study, including insufficient lead time; disagreement about economic impact models; and the outdatedness and limited applicability of existing models. Part II concludes by discussing options for further studies. Part III details study methodology, focusing on initial planning at state and college levels, data collection and processing, and final study review by a consortium of college representatives. Part IV discusses the dissemination of study findings through press releases, in-house publications, other college informational materials, and reports to college boards. This section also cites the study's achievements in supporting and defending the community colleges, creating a case study procedure, and establishing a cooperative model for Oregon community colleges. Appendices include a bibliography, survey instruments, and informational materials. (KL)

The Role of Academic Senates in California Community Colleges: A Position Paper.

Academic Senate for California Community Colleges, Sacramento.
Pub Date 80
Note-16p.; Revised version of ED 161 481.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty; *College Governing Councils; *Community Colleges; *Educational Legislation; *Educational Responsibility; Faculty Organizations; Governance; Part Time Faculty; *State Legislation; Two Year Colleges
Identifiers-Assembly Resolution 48 (California 1963); *California; Senate Bill 160 (California)

The functions assigned to the academic senates of California's community colleges are set forth in this paper. First, the legal and historical bases for the senates are detailed, beginning with 1963 legislation providing for the establishment of a senate at each college, tracing the origin and growth of the statewide Academic Senate for California Community Colleges (ASCCC), and noting the recognition of the ASCCC by the state legislature in 1980. Next, the paper indicates that the purpose of the academic senates is to provide a formal and effective procedure for faculty participation in the formation of district policies, and that the primary function of the senates is to make recommendations to the administration of a college and board of a district as the representative of the faculty. The following section discusses the differences between academic senates and employee organizations, and stresses that close bonds of cooperation should exist between the groups. After a section indicating that part-time faculty are currently permitted to belong to academic senates, the paper further outlines the roles of the senates with respect to the formation of college, district, and state policy; its consulting role to administrations and boards; and the assignment and acceptance of extraordinary duties. An appendix includes relevant sections of Title V of the California Administrative Code for Education and recommendations for cooperation between the ASCCC and the Office of the Chancellor. (KL)

ED222235 JC820510

Statements on Preparation in English and Mathematics: Competencies Expected of Entering Freshmen and Remedial and Baccalaureate-Level Course Work.

Academic Senate for California Community Colleges, Sacramento.

Pub Date 10 Aug 82

Note-100p.; Prepared with the California State University and the University of California. Contains small print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Articulation (Education); *Basic Skills; *College Credits; College Mathematics; Community Colleges; Mathematics Curriculum; *Minimum Competencies; Minimum Competency Testing; Postsecondary Education; Reading Skills; Remedial Instruction; State Universities; *Statewide Planning; Student Placement; Writing Skills

Identifiers-*California; Mathematics Skills

These joint statements by the Academic Senates of the California Community Colleges, the California State University, and the University of California address the concern that students are underprepared for college-level work. First, "Statement on Competencies in English and Mathematics Expected of Entering Freshmen," which was prepared for students, parents, high school teachers, counselors, and administrators, establishes requisite competencies in reading, writing, arithmetic, algebra, geometry, and advanced mathematics. Second, "Statement on Remedial and Baccalaureate-Level Course Work," which is addressed primarily to postsecondary institutions, recommends that students be required to demonstrate these competencies before enrolling in baccalaureate-level course work; emphasizes the distinction between remedial and baccalaureate-level course work in English and mathematics as the basis for internal and transfer credit policies; and includes recommendations for skills assessment. The bulk of the report consists of appendices which describe and illustrate the various English placement exams used in California postsecondary education; present the College Board's recommendations regarding academic competencies in speaking, listening, reasoning, and studying; list the recommendations of two professional associations regarding mathematics curricula; and provide sample problems in mathematics to illustrate the skills expected of students who have completed specific high school mathematics courses. (Author/KL)

ED222236 JC820512

Johnson, B. Lamar, Ed.

General Education in Two-Year Colleges.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-ISBN-87589-886-6; ISSN-0194-3081
Pub Date Dec 82
Contract No-400-78-0038
Note-124p.
Available from-Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 ($7.95).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Basic Skills; *College Role; College Transfer Students; *Community Colleges; Community Education; Developmental Studies Programs; *Educational Objectives; Foreign Students; *General Education; High Risk Students; Intercultural Programs; Program Descriptions; Transfer Programs; Two Year Colleges; Two Year College Students; Vocational Education

Issues in defining and conceptualizing general education in the two-year college are examined in this collection of essays. After introductory remarks, B. Lamar Johnson reviews the findings of the 1952 California Study of General Education and discusses their current applicability. Next, K. Patricia Cross reviews trends in general education from the 1950s to the 1980s. After Melvin Barlow explores the connections between general and vocational education, Suanne D. Roueche and John E. Roueche discuss the place of literacy development in general education and offer recommendations for the systematic development of community college curricula. Next, the characteristics and genesis of community general education are described by Ervin L. Harlacher, Maxwell C. King and Seymour C. Fersh describe Brevard Community College's (Florida) international/intercultural education programs. After obstacles to general education in society and in the institution are identified by Terry O'Banion and Ruth G. Shaw, Judith S. Eaton identifies challenges and options facing community colleges wishing to promote general education. Advice on revising the general education program, based on experiences at Miami-Dade Community College (Florida), is offered by Jeffrey D. Lukenbill and Robert H. McCabe. Then, Leslie Koltai considers the decline of transfer education and recommends strategies for its revitalization. Finally, James C. Palmer cites ERIC documents and journal articles dealing with general education. (KL)

ED222237 PS013003

Schaefer, Earl S.; Edgerton, Marianna

Circumplex and Spherical Models for Child School Adjustment and Competence.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date Aug 82
Grant-NICHHD-HD-09130-03
Note-22p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment); Classroom Research; *Competence; Creativity; Curiosity; *Factor Structure; Hostility; Intelligence; *Kindergarten Children; Models; Primary Education; Prosocial Behavior; Rating Scales; *Statistical Analysis; *Student Behavior
Identifiers-Circumplex Models (Statistics); Classroom Behavior Inventory (Schaefer et al); Distractibility; Extraversion Introversion; Order Relations; Task Orientation

The goal of this study is to broaden the scope of a conceptual model for child behavior by analyzing constructs relevant to cognition, conation, and affect. Two samples were drawn from school populations. For the first sample, 28 teachers from 8 rural, suburban, and urban schools rated 193 kindergarten children. Each teacher rated up to eight children, half of whom were white, half black. In the second sample, 12 kindergarten teachers from the 6 schools of a small urban community rated the 293 children in their classrooms, using the Classroom Behavior Inventory. Scales measuring the two major dimensions of the circumplex model for social and emotional behavior were supplemented with scales measuring conation/motivation and cognition. Factor analyses of scale scores for the two samples (including a principal factor analysis and varimax rotation) identified major dimensions of classroom behavior. Scales and factors were arranged according to Guttman's order of neighboring. A three-dimensional model was generated with plots of the factor loadings, and a generalized model was developed which integrated previous research on circumplex models. Results are discussed. (RH)

ED222238 PS013063

Illback, Robert; And Others

Validation of a Screening Measure in a Rural Setting.

Pub Date Aug 82
Note-30p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences; *Elementary School Students; High Risk Students; Primary Education; Rating Scales; Referral; *Rural Areas; *Screening Tests; Sex Differences; *Test Reliability; *Test Validity
Identifiers-*Appalachia (South)

Early identification of children at risk for various forms of school maladaptation is critical in rural schools, where services and resources are typically limited. The present study assesses the psychometric characteristics and utility of the AML, a teacher rating scale employed in a rural region. The 11-item teacher scale yields 4 scores: acting-out/aggressive, moody, learning, and total. A sample of 575 school children in 21 first- through third-grade classrooms across 3 southern Appalachian counties were rated by their teachers. Results indicate that, for this sample, the scale appears to have substantial reliability and validity features, as well as potential utility as a screening device for early detection of school maladaptation. (Author/RH)

ED222239 PS013072

Jarrell, Sue
Violence in Children's Cartoons.
Pub Date [82]
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Antisocial Behavior; *Cartoons; *Childrens Television; Emotional Response; Literature Reviews; *Mass Media Effects; Parent Role; *Television Viewing; *Violence

A British 12-year-old boy died while imitating the heroic leaps of the cartoon character Batman. Tragic incidents stemming from cartoon imitation such as this one occur with alarming frequency. Still, many people choose to ignore violence in children's cartoons. Even some experts don't recognize that cartoons may be harmful. Researcher Wilbur Schramm, for example, says "not all (children's) violence is intended to be taken seriously; the cartoons...are intended to be funny rather than exciting." However, evidence from many other research studies indicates that although cartoons may be intended to be humorous, they mask a potential danger and cause aggression in children. To minimize the effect of the violence in cartoons on children, cartoons must be produced with knowledge of their impact. For example, cartoons should not make use of household tools like knives or other kitchen appliances, nor should they depict actions a child might imitate without a full working knowledge of the consequences. (MP)

ED222240 PS013083

Craycraft, Kenneth; Pasqualine, Susanne

A Guide for Teaching the Topic of Transportation to Younger Children.

Pub Date [80]
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Objectives; Early Childhood Education; Grade 1; Guidelines; Kindergarten Children; *Learning Activities; Preschool Children; *Transportation

The purpose of this instructional unit is to provide educators of young children with guidelines for exploring the topic of transportation. Designed for children between the ages of 4 and 6 years, the activities described in the guide require approximately 2 weeks for completion. Knowledge, skill, and attitude objectives are listed, and classroom activities are offered for sub-units of instruction in the areas of air, rail, road, and water transportation. In addition, beginning, concluding, and evaluation activities are suggested, and teacher resources are listed. (RH)

ED222241 PS013086

Erickson, Martha Farrell; And Others

Antecedents and Concomitants of Compliance in High-Risk Preschool Children.

Spons Agency-Bureau of Community Health Services (DHHS/HSA), Washington, DC. Office for Maternal and Child Health.

Pub Date Aug 82

Grant-MC-R-270416

Note-23p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attachment Behavior; Comparative Analysis; Family Environment; *High Risk Persons; Infants; Longitudinal Studies; Measures (Individuals); Mothers; Parent Child Relationship; *Preschool Children; Preschool Education; *Prosocial Behavior; Sex Differences

Identifiers-Compliance (Behavior)

The findings presented here are part of a longitudinal, prospective study investigating factors associated with infants, parents, interactions, and environments which account for developmental outcomes in a sample of high-risk children. In a group of 96 children observed in preschool at age 4 1/2, 31 compliant and 22 extremely noncompliant children were identified and compared on a wide range of earlier and concurrent measures. In general, results highlight the importance of a warm, secure, supportive relationship between caregiver and child, within the context of a stimulating but organized learning environment at home, for fostering the child's compliance in preschool. Concurrent measures showed that compliant children also had better ego control, displaying fewer negative emotions and more positive affect in preschool than did noncompliant children. Among noncompliant children considerable variability existed on these measures. (Author/RH)

Kamphaus, Randy W.; And Others

A Cross-Validation Study of Sequential-Simultaneous Processing at Ages 2 1/2-12 1/2 Using the Kaufman Assessment Battery for Children (K-ABC).

Pub Date Aug 82
Note-16p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes; Elementary Education; *Elementary School Students; Factor Analysis; *Measures (Individuals); National Surveys; Performance Factors; *Preschool Children; *Test Validity
Identifiers-*Kaufman Assessment Battery for Children; Sequential Processing; Simultaneous Processing

The development of two types of mental processing (sequential and simultaneous) in preschool and elementary children was examined in this study. Specifically, the aims of the study were to develop a revised set of tasks based upon previous findings (Naglieri, Kaufman, Kaufman, & Kamphaus, 1981; Kaufman, Kaufman, Kamphaus, & Naglieri, in press) in order to (1) provide independent cross-validation of the existence of sequential and simultaneous processes in children by factor analyzing this battery of tasks for a large, nationally representative sample; (2) assess the construct validity of the Kaufman Assessment Battery for Children (K-ABC); and (3) study developmental changes in the two processes across the preschool and elementary school range. A national sample of 2,000 children from 22 states participated in the study; participants ranged in age from 2 1/2 to 12 1/2 years and were stratified by sex, race, socioeconomic status, geographic region, and community size. The subjects were first divided into 11 age groups (100 children each at ages 2 1/2 and 12 1/2, and 200 children for every 1-year interval from 3 through 11) and then were individually administered the 10 mental processing subtests of the K-ABC. Analyses of the 11 groups produced two significant factors per age with clear-cut sequential and simultaneous dimensions emerging for each group. The results expanded current knowledge of the nature of the processing dichotomy and supported the construct validity of the K-ABC. (Author/MP)

ED222243 PS013088

Jones, Cynthia Cavenaugh
Motivating Staff, Parents, and Children.
Early Childhood Education Administration Inst., Rockville, MD.
Pub Date 81
Note-53p.
Available from-ECE Administration Institute, 1370 Canterbury Way, Rockville, MD 20854 (Book, $4.95; Cassette Tape, $5.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Early Childhood Education; Guidelines; *Parent Participation; *Program Improvement; Questionnaires; *Student Motivation; *Teacher Motivation
Identifiers-Herzberg (Frederick); Maslows Hierarchy of Needs

Two motivational theories considered particularly useful in administering early childhood programs are discussed, and guidelines for motivating staff, parents, and children are provided. First, the two-factor theory of motivation within organizations, as outlined by Herzberg (1959), is described. Offered in this section are a list of motivators for increasing parent involvement in center activities and a questionnaire for identifying staff attitudes and areas in which motivation might be increased. Second, Maslow's (1954) one-factor theory of individual motivation is described, and practical applications of the theory are suggested. The concluding section of the guide proposes several specific activities that can be used to motivate staff, parents, and children. Among these suggestions are alumni day, center decorations, and a spring garden project. (RH)

ED222244 PS013089

Jones, Cynthia Cavenaugh

Leadership and the Use of Power in ECE Administration.

Early Childhood Education Administration Inst., Rockville, MD.

Pub Date 80

Note-52p.

Available from-ECE Administration Institute, 1370 Canterbury Way, Rockville, MD 20854 ($4.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Guides; *Administrator Role; *Early Childhood Education; Job Satisfaction; Leaders Guides; *Leadership; Leadership Qualities; *Program Administration

Identifiers-Likert (Rensis); *Power

This guidebook for administrators of early childhood programs discusses effective leadership and use of power in program management. Leadership is defined as planning for change to improve an organization. Power, differentiated from authority, is defined as an ability to influence others' behaviors; power is always granted by the people over whom it is exercised. The discussion of leadership includes suggestions for eliciting superior effort from employees and parents and lists characteristics of successful leaders. Much of the discussion is based on Rensis Likert's theories of organizational variables (causal, intervening, end) and management systems. The discussion of power identifies five sources of power (reward, coercive, legitimate, referent, expert) and explores ways leaders can increase the effectiveness of their social interactions. In conclusion, techniques are outlined for influencing causal variables and for building loyalty, gratitude, or a feeling of self-worth among staff members. (RH)

ED222245 PS013090

Guillory, Andrea; And Others

The First Four Months: Development of Affect, Cognition, and Synchrony.

Spons Agency-Sigma XI, The Scientific Research Society.

Pub Date Aug 82

Note-21p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Behavior; Auditory Stimuli; *Cognitive Development; Individual Differences; *Infants; *Mothers; *Parent Child Relationship; Visual Stimuli

Identifiers-*Smiling; *Synchrony; Tactile Communication

The relationship between affective responsiveness, synchrony of mother/infant interaction, and developmental status was examined in 32 normal infants (eight infants each at the ages of 4, 8, 12, and 16 weeks). Data were collected in infants' homes and included (1) naturalistic mother/infant play; (2) presentation of auditory, tactile, visual, and social stimuli patterned after Sroufe and Wunsch (1972); and (3) Uzgiris-Hunt and Bayley assessments. Results revealed emerging relations between affect, cognition, and synchrony. Infants of high versus low synchrony differed in their preferences for and variability of responsiveness to varying types of stimuli; synchrony emerged as a possible organizer and facilitator of development. These data suggest that the relation between early affect and cognition may be most meaningfully examined within the context of mother/infant interaction and that further investigation is mandatory, with implications for early infant assessment. (Author)

ED222246 PS013095

Gerstein, Leonore, Comp.
Picture Books That Teach Language: An Annotated Booklist.
Pub Date [82]
Note-10p.; Prepared at the Kalamazoo County Head Start.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; *Childrens Literature; *Language Acquisition; *Preschool Children; Preschool Education

This annotated booklist for parents and child caregivers is intended as a guide for using picture books to help children develop language skills. It differs from other lists which emphasize learning to listen; here the purpose is to facilitate talking. Each listed title is followed by a description of how the book might be used to teach a specific language structure (such as pronouns) or kind of vocabulary. Content of the entries, while seen as a matter of secondary importance, was judged to be of high quality. Entries marked with an asterisk are slightly more difficult and advanced than those not marked in this manner. (RH)

ED222247 PS013096

Lefstein, Leah M.; And Others

3:00 TO 6:00 P.M.: Young Adolescents at Home and in the Community. [With] an Annotated Bibliography.

North Carolina Univ., Chapel Hill. Center for Early Adolescence.

Pub Date 82

Note-96p.

Available from-Center for Early Adolescence, Department of Maternal and Chid Health, School of Public Health, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510 ($5.00 plus $1.00 postage and handling).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adolescents; Advocacy; *After School Programs; Community Responsibility; Federal Programs; *Individual Development; Junior High Schools; Program Descriptions; *Public Policy; *Use Studies

Identifiers-*Early Adolescents

This collection of four articles focuses on the needs of and services for young adolescents in the after-school hours. In "Young Adolescents and Their Communities: A Shared Responsibility," William Kerewsky and Leah M. Lefstein discuss the physical, intellectual, emotional, and social development of young adolescents. Elliot A. Medrich, in "Time Use Outside School: Community Services and Facilities in the Lives of Young Adolescents," presents some of the results of a 1976 study of how 11- and 12-year-old children spend their after-school hours. Carol Frank's "Government Policies for Youth" offers a discussion of how federal youth policies, by concentrating on deviant behavior, have fostered the national preconception that only youth in severe trouble need--or deserve--public support. Frank cautions that the "new federalism" will have a lasting negative impact on youth programs at the federal, state, and local levels and suggests how youth advocates can meet this challenge. Finally, "Effective After-School Programs for Young Adolescents," by Leah M. Lefstein, tells of 16 outstanding programs offering youth such opportunities as community service, academic and cultural enrichment, recreation, health screening, job preparation, and more. A brief annotated listing of related materials is provided. (RH)

ED222248 PS013097

Ross, Rhonda P.

What's Happening in Elementary School Classrooms? A Review of Selected Literature.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 2 Aug 82

Grant-NICHHD-1T32HD07173-01

Note-111p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Attendance; Behavior Modification; *Classroom Environment; Classroom Techniques; *Educational Administration; *Educational Planning; Elementary Education; *Elementary Schools; Instructional Design; *Learning Activities; Literature Reviews; Student Behavior; Teacher Behavior; Teacher Role; *Time Factors (Learning); Time on Task

Identifiers-Recitation

A select portion of the educational management literature is reviewed in the three sections of this paper. The first section discusses literature concerning the amount of time students spend in school. Specific attention is given to the quantity of schooling, the allocation of school time, student engagement in academic tasks, and the relationship of these three variables to learning. The second section describes the kinds of activities elementary school teachers typically conduct in their classrooms. The literature reviewed focuses on the format of lessons (especially the recitation format), the relationship between activity format and behavior, characteristics of lesson formats, the signal system of lessons, pacing of lessons, the structure of the school day, and activity segments. The final section examines two of the major management issues faced by classroom teachers: the management of transitions between activities and the development and implementation of teaching plans. Subtopics discussed in the final section include reducing the length and chaos of transitions through advance preparation, establishment of clear boundaries, use of routines, movement management, and preactive planning. (RH)

ED222249 PS013098

Fialkov, Claire; And Others

Patterns of Touching between Preschool Children and Their Parents.

Pub Date Aug 82

Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns; Fathers; Incidence; Mothers; *Nonverbal Communication; *Parents; *Preschool Children; Preschool Education; *Sex Differences

Identifiers-Dyadic Interaction Analysis; *Tactile Communication

Twenty 2- to 5-year-old children were observed during separate play with their mothers and fathers in an attempt to more clearly define patterns of touching. Specific purposes of the study were: (1) to identify the different functions of touch; (2) to determine the frequency of occurrence and duration of different types of touches; (3) to describe patterns of touching by mothers, fathers, boys, and girls; and (4) to describe patterns of touching between same and/or cross sex parent/child pairs. Each participating child came to a laboratory playroom twice, once with each parent. During each visit, the parent and child played with specific toys and read a book together. Play sessions, which were videotaped, lasted 30 minutes. Two coders analyzed all videotapes and recorded instances of touch, coding for type and duration in seconds. Coders also noted who initiated the touch. Categories of touch behavior developed from pilot tapes were utilized; these included comfort, attention, negative touch, help, and "object" (treating the other person as an object). Results are discussed. (RH)

ED222250 PS013099

Karoly, Paul

Recent Advances in the Treatment of Anxiety in Children.

Pub Date Aug 82

Note-16p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety; *Children; *Cognitive Processes; *Fear; Innovation; *Intervention; Literature Reviews; *Observational Learning

Identifiers-*Cognitive Mediation; Critical Analysis

Traditional perspectives on children's fears and anxiety neither provide satisfying answers to fundamental and important questions nor provide paths to effective clinical intervention. Recently, investigators assessing and treating phobic children by means of active, multi-layered, coping-oriented, temporally extended, and child-centered methods have tended to achieve better results than those who aim at quickly eliminating fear with minimal parent or caretaker collaborative involvement. Although little research has been conducted on very young children who are extremely fearful, the body of literature dealing with observational learning as a treatment for anxious and avoidant patterns is impressive. It appears that disinhibition, new learning, the establishment of positive outcome expectancies, response facilitation, and heightened responsivity to environmental stimuli can result from children's simply observing other children acting successfully in phobic situations. Investigators have also begun to explore anxiety-related thoughts and images, as well as self-regulatory processes in the acquisition, maintenance, and modification of children's fears. Studies that use cognitive-behavioral treatment packages involving both fearful children and their parents represent important steps toward the expansion of clinical fear paradigms. While these approaches are promising, critical issues remain to be addressed, including the improvement of research designs testing effects of clinical interventions and consideration of risks and limitations of self-instructional and related mediational interventions. (RH)

ED222251 PS013100

Davis, Melody

Working, Earning and Learning: Creative Economic Education, K-2.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 82

Note-71p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Class Activities; Curriculum Enrichment; *Economics Education; *Elementary School Students; Family Income; Field Trips; *Integrated Curriculum; *Kindergarten Children; *Learning Activities; Money Management; Primary Education; Self Concept; State Curriculum Guides

Identifiers-Oklahoma

This guide suggests ways to include economic generalizations in the units of study that are already taught in most kindergarten through second-grade classrooms. Activities about economics are provided to accompany units on self-concept, the family, the community, the farm, pilgrims and Indians, and the role of money. Also included are guidelines for taking field trips and setting up a small business in the classroom. Drawings illustrating most of the activities are included along with letters intended to enlist parents' help in providing experiences in economics for the child at home. (MP)

Watts, Harold W., Ed.; Hernandez, Donald J., Ed.
Child and Family Indicators: A Report with Recommendations.
Social Science Research Council, Washington, D.C. Center for Coordination of Research on Social Indicators.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Jun 82
Grant-NSF-SES-77-21686
Note-77p.; The report of the Advisory Group on Child and Family Indicators of the Advisory and Planning Committee on Social Indicators.
Available from-Center for Coordination of Research on Social Indicators, Social Science Research Council, 1755 Massachusetts Avenue, N.W., Washington, DC 20036 (Copies are free; quantity limited).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Development; Children; *Classification; *Data Collection; Demography; *Family (Sociological Unit); *Family Environment; Public Policy; Research Needs; *Social Indicators; Surveys
Identifiers-*Data Sets

This report examines the social indicators available for monitoring the situation of children and families in the United States. It assesses the strengths and weaknesses of the indicators for facilitating an informed public and private debate, and it recommends ways in which social indicators can be improved and supplemented to contribute more effectively to the quality and productivity of both the policy debate and the policies themselves. The focus of the report is on (1) the child and those features of the child's environment which affect his or her progress to adulthood and (2) those aspects of the family which pertain to its function as a childrearing environment. After the executive summary provided in section 1, the report specifies the problem, reviews the primary data sets currently in existence, and presents several principles that should guide improvement efforts. Section 3 organizes the wide range of needed child and family indicators into a classification scheme permitting systematic assessment of how well existing data and indicator series meet the needs in each major subject area. To illustrate the kind of analysis required in every indicator area, section 4 presents five subcategories for more detailed examination. Section 5 presents recommendations, specifying actions necessary to support an effective indicator development strategy. (RH)

ED222253 PS013110

Gunther, Margaret L.; Troftgruben, Judith A.

School Nutrition and Food Service Techniques for Children with Exceptional Needs: Guidelines for Food Service Personnel, Teachers, Aides, Volunteers, and Parents.

California State Dept. of Education, Sacramento. Office of Child Nutrition Services.

Spons Agency-Department of Education, Washington, DC.

Pub Date 82

Note-55p.

Available from-Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.00, plus sales tax for California residents).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Ancillary School Services; Dining Facilities; *Disabilities; Eating Habits; Elementary Secondary Education; Food Handling Facilities; *Food Service; Guidelines; Health Needs; *Individual Needs; Nutrition; Parent Education; Parent Participation; *Self Care Skills; State Programs

Identifiers-California; *Facilitative Environments; Menu Planning; *Special Needs Students

Designed to help school food service personnel, teachers, aides, and volunteers extend the benefits of the school meal program to handicapped children, this manual discusses eating problems resulting from such conditions as cerebral palsy, mental retardation, blindness, orthopedic handicaps, and other health impairments. Specific recommendations are made in the areas of (1) helping school food service personnel modify school menus, (2) modifying the cafeteria setting, (3) providing staffing and inservice training, and (4) using special food service equipment such as spoons with curved handles, dishes with sloping sides, and modified drinking utensils. In addition, guidelines for classroom teachers, aides, and volunteers are provided for assessing eating skills, creating a successful mealtime environment, teaching eating skills, and dealing with conditions related to handicaps such as obesity, low body weight, and drug effects. Ideas for teaching nutrition to handicapped children are offered, and guides for informing parents about proper feeding techniques for their children are provided in both English and Spanish. Other resources provided in the manual include a list of related agencies, a glossary of terms, and selected references. (RH)

ED222254 PS013111

Scavo, Marlene; And Others

The "Caring" Role in a Child Care Center. Staff Development Series, Military Child Care Project. Part I: Orientation.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-DoD-6060.1-M-1A

Pub Date Apr 82

Note-44p.; For related documents, see PS 013 112-125 and PS 013 155-157.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00363-7, $4.50).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Caregivers; *Childhood Needs; Cooperation; *Day Care Centers; Early Childhood Education; *Family School Relationship; Guidelines; *Job Satisfaction; Learning Modules; *Staff Development

Identifiers-*Military Day Care

One in a series written for caregivers or teachers in military child care centers, this staff development module provides brief discussions of aspects of child caregiving, describes related situations which beginning caregivers are likely to find difficult, offers alternate ways of responding to the difficulty, and provides feedback on caregivers' choices. The first section describes functions of the child care center and compares and contrasts children's experiences in the home and in center care. Problematic situations are presented in order to help the caregiver understand the child's transition between home and center, as well as to assist in the comprehension of differences between home and center values. The second section presents problematic situations directed toward dealing with conflict between co-workers and describes how caregivers can derive satisfaction from work well done. (RH)

ED222255 PS013112

Scavo, Marlene; And Others

The "Caring" Role in a Child Care Center. Staff Development Series, Military Child Care Project. Part II: Relating to Parents.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-DoD-6060.1-M-1B

Pub Date Apr 82

Note-42p.; For related documents, see PS 013 111-125 and PS 013 155-157.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00364-5, $4.50).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Caregivers; *Day Care; Early Childhood Education; *Family Problems; *Family School Relationship; Guidelines; Learning Modules; *Staff Development

Identifiers-*Military Day Care

Material related to routine as well as sensitive aspects of parent/day care center relationships is presented in this training module, one of a series providing staff development information for programs operated for dependents of military personnel. The module offers a brief discussion of ways caregivers can help parents feel at ease about leaving their children in child care and presents a set of multiple-choice skill-building exercises for effectively working with parents. Exercises focus on various topics, including how parents can be approached when their child may have a health problem, when child abuse or neglect is suspected, and when parental cooperation is needed to stop a child's undesirable or disruptive behavior. Exercises are also devoted to the questions of whether or not caregivers should act as advisors to parents or tell parents about their child's behavior at the center. Concluding exercises indicate how caregivers can handle parent requests for privileges or disciplinary methods which are against center policy, what to do when a parent consistently does things that are against center policy, and how to handle an angry parent's complaints. All exercises present problematic situations caregivers may encounter, list alternate responses caregivers may make, and provide feedback on caregiver choices. (RH)

ED222256 PS013113

Scavo, Marlene; And Others

The "Caring" Role in a Child Care Center. Staff Development Series, Military Child Care Project. Part III: Relating to Children.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-DoD-6060.1-M-1C

Pub Date Apr 82

Note-72p.; For related documents, see PS 013 111-125 and PS 013 155-157.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00365-3, $5.00).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Child Caregivers; *Classroom Environment; *Day Care Centers; Early Childhood Education; Emotional Response; Guidelines; *Individual Differences; Learning Modules; Play; Safety; *Staff Development; Teacher Response; *Teacher Role; Teaching Styles

Identifiers-*Military Day Care

Designed to help trainee child caregivers working in military care centers make decisions relating to real problems, this staff development module examines how caregivers can create an optimal environment for children. Discussions focus on respecting children's individual differences, being aware of feelings and personal style in dealing with children, supporting children's play, protecting children's safety, and helping children develop expectancies and familiarity with routine activities at the center. Following each discussion is a set of multiple-choice skill-building exercises based on situations caregivers are likely to encounter. These exercises describe a problematic situation, list alternate responses which the caregiver may select, and provide feedback on the caregiver's choice. A "postview" of new situations and alternate ways of handling them is provided at the end of the module. (RH)

ED222257 PS013114

Scavo, Marlene; And Others

Caring for Infants. Staff Development Series, Military Child Care Project.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No-DoD-6060.1-M-2

Pub Date Apr 82

Note-132p.; For related documents, see PS 013 111-125 and PS 013 155-157; First issued March 1980.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00366-1, $6.00).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Age Differences; *Child Caregivers; *Child Development; *Day Care Centers; Early Childhood Education; Groups; Guidelines; *Infants; Learning Modules; *Staff Development

Identifiers-*Military Day Care

This staff development module, written for the caregiver or teacher in a military child care center, provides discussions about caring for infants. The first section concerns fetal development, describing the changes occurring from conception until 6 weeks after birth. Three subsequent sections discuss, in order, the infant from 6 to 16 weeks, from 4 months to 8 months, and from 8 months to 12 months of age. The last section in the module deals with caring for infants in groups. Coordinated with most sections are multiple-choice skill-building exercises which describe situations that have taken place with infants in child care centers, list alternate ways caregivers might choose to handle each situation, and provide feedback on their choices. Additional exercises are provided at the beginning and end of the module for use as informal pretests and posttests. (RH)

ED222258 PS013115

Scavo, Marlene; And Others

Caring for Pretoddlers. Staff Development Series, Military Child Care Project.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No-DoD-6060.1-M-3

Pub Date Apr 82

Note-91p.; For related documents, see PS 013 111-125 and PS 013 155-157; First issued August 1979.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00367-0, $6.00).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Child Caregivers; *Child Development; *Day Care Centers; Early Childhood Education; Emotional Development; Groups; Guidelines; *Infants; Language Acquisition; Learning Modules; Physical Development; Social Development; *Staff Development; *Teacher Role

Identifiers-*Military Day Care

Ideas for working with 1-year-old children are provided in this staff development module for the caregiver or teacher in a military child care center. Sections of the module describe what "pretoddlers" are like and provide guidelines for facilitating their physical, socioemotional, and language development. The final section discusses health and safety aspects of caring for a group of pretoddlers. After the discussion in each section, a set of multiple-choice skill-building exercises are offered. These exercises cite situations that have actually taken place with pretoddlers in child care centers, list alternate responses caregivers might choose, and give feedback on choices made. Preview and postview exercises are included for self-evaluation. (RH)

ED222259 PS013116

Scavo, Marlene; And Others

Caring for Toddlers. Staff Development Series, Military Child Care Project.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No-DoD-6060.1-M-4

Pub Date Apr 82

Note-90p.; For related documents, see PS 013 111-125 and PS 013 155-157; First issued June 1979.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00368-8, $6.00).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Child Caregivers; *Child Development; Curiosity; *Day Care Centers; Early Childhood Education; Emotional Development; Guidelines; Health; Language Acquisition; Learning Modules; Physical Development; Safety; Social Development; Staff Development; *Teacher Role

Identifiers-*Military Day Care

Self-paced instructional materials concerning day care for 2-year-old children are provided in this staff development module, intended for the caregiver or teacher in a military child care center. The module consists of several short discussions describing what toddlers are like and suggesting how they can be helped to handle their feelings, how their social development can be assisted, and how they can be helped to gain control of their bodies. Ways of encouraging toddlers' exploratory behavior and language development and of protecting their health and safety are also suggested. Discussions are followed by multiple-choice skill-building exercises which describe realistic situations including toddlers, provide alternative ways of handling each situation, and give feedback on the choices made. "Preview" and "postview" exercises are provided for self-evaluation. (RH)

ED222260 PS013117

Scavo, Marlene; And Others

Caring for Preschoolers. Staff Development Series, Military Child Care Project.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No-DoD-6060.1-M-5

Pub Date Apr 82

Note-113p.; For related documents, see PS 013 111-125 and PS 013 155-157; First issued January 1979.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00369-6, $6.00).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Child Caregivers; Child Development; *Childhood Needs; *Day Care Centers; Early Childhood Education; Guidelines; Health; Learning Modules; *Preschool Children; Safety; *Security (Psychology); *Staff Development; Student Teacher Relationship; Teacher Role

Identifiers-*Military Day Care

Ideas and experiences to assist in working with 3-, 4-, and 5-year-old children are provided in this staff development module for the caregiver or teacher in a military child care center. The module consists of several short discussions describing characteristics of preschoolers, ways they can be helped to feel secure, and the manner in which their health and safety can be protected. Suggestions are also made with regard to satisfying preschoolers' need for structure, encouraging their exploratory behavior, and letting them know that they are cared for. Following each discussion are multiple-choice skill-building exercises which describe realistic situations including preschool children, provide alternative ways to handle each situation, and give feedback on choices made. Provided at the beginning and end of the module are exercises for self-evaluation. (RH)

ED222261 PS013118

Scavo, Marlene; And Others

Creating Environments for Toddlers (25-36 Months). Child Environment Series, Military Child Care Project.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No-DoD-6060.1-M-9
Pub Date Apr 82
Note-110p.; For related documents, see PS 013 111-125 and PS 013 155-157; First issued January 1980.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00373-4, $5.50).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Check Lists; *Day Care Centers; Early Childhood Education; *Early Experience; *Educational Environment; Guidelines; Individual Differences; *Infants; Instructional Materials; Learning Modules; Play; Resource Materials; *Staff Development
Identifiers-*Military Day Care; *Toddlers

This document, one of a series for child caregivers working in military care centers, discusses ways of constructing appropriate environments for toddlers. Sections of part 1 focus on recognizing the influence of environments on children's feelings and behavior, coordinating the arrangement of space with the physical and psychological characteristics of toddlers, and using environmental features affecting children's moods and imagination. Sections of part 2 discuss meeting the individual and special needs of toddlers, encouraging development through play, and using materials in activities with toddlers. Checklists for assessing the center environment accompany each of the discussions in parts 1 and 2. Also included is a developmental checklist for assessing toddlers' skills. The final section of the module provides suggestions for acquiring resources to support caregiving activities. (RH)

ED222262 PS013119

Scavo, Marlene; And Others

Creating Environments for Preschoolers. Child Environment Series, Military Child Care Project.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No-DoD-6060.1-M-10

Pub Date Apr 82

Note-117p.; For related documents, see PS 013 111-125 and PS 013 155-157; First issued July 1979.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00374-2, $5.00).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Check Lists; *Day Care Centers; Early Childhood Education; *Early Experience; *Educational Environment; Guidelines; Individual Differences; Instructional Materials; Learning Modules; Play; *Preschool Children; Resource Materials; *Staff Development

Identifiers-*Military Day Care

Guidelines for arranging environments appropriate for preschool-age children are provided in this staff development module, one of a series for child caregivers working in military day care centers. The document is divided into two parts. In part 1, discussion focuses on how environments affect children's feelings and behavior and on ways to organize indoor and outdoor play areas to offer children a variety of experiences. Checklists for rating center environments are provided. A variety of topics are discussed in part 2, including managing the preschool environment, supporting children's personal growth, and encouraging development through play. In addition, materials selection and activities planning for preschool children are described. Checklists also follow these discussions. The final section offers guidelines for acquiring resources to support caregiving activities. (RH)

ED222263 PS013120

Creating Environments for School-Age Child Care. Child Environment Series, Military Child Care Project.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Report No-DoD-6060.1-M-11

Pub Date Apr 82

Note-115p.; For related documents, see PS 013 111-125 and PS 013 155-157; First appeared August 1980.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00375-1, $5.00).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-After School Day Care; Check Lists; *Day Care Centers; *Early Experience; *Educational Environment; Elementary Education; *Elementary School Students; Guidelines; Individual Differences; Instructional Materials; Learning Modules; Play; Resource Materials; *Staff Development

Identifiers-*Military Day Care

This module provides guidelines for constructing appropriate day care center environments for school-age children 6 through 12 years of age. One of a series of staff development modules for child caregivers working in military child care centers, the document is divided into two parts. The first part indicates some ways environments affect children's feelings and behavior and suggests ways of arranging space and using various materials to enhance the center environment. The second part indicates ways of managing the center environment in accordance with the needs and characteristics of school-age children, points out techniques for developing children's respect for and understanding of others' individual differences and special needs, and suggests how to promote development through play. Checklists are provided for assessing center environments with respect to the dimensions discussed. The final section offers guidelines for acquiring resources to support caregiving activities. (RH)

ED222264 PS013121

Director's Manual for the Child Guidance Series and Child Environment Series, Military Child Care Project.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Report No-DoD-6060.1-M-12

Pub Date Apr 82

Note-96p.; Several pages contain small print size and may not reproduce well. For related documents, see PS 013 111-125 and PS 013 155-157.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00376-9, $5.00).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrator Role; *Day Care Centers; Early Childhood Education; Guidelines; *Learning Modules; Models; *Staff Development; *Training Methods; *Workshops

Identifiers-*Military Day Care

One in a series of guidebooks, this manual was designed to help military child care center directors develop staff training plans. Two modules previously developed by the Military Child Care Project, the Child Guidance Series and the Child Environment Series, form the basis for suggestions. Section 1 of the manual provides detailed descriptions of objectives, training units, and other related materials in the two modules. Section 2 suggests a variety of ways that individual caregivers or groups of caregivers can benefit from the inclusion of the modules in a training plan. Section 3 suggests six ways that material from the two modules can be used in lively staff training workshops. Finally, an index to problem-solving situations, texts, checklists, and individual exercises in the two modules, along with a selected bibliography of recent relevant books, is appended. (MP)

ED222265 PS013122

Program Development in Military Child Care Settings: A Guidebook Based on the Experiences of the Fort Lewis Child Care Center.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No-DoD-6060.1-M-13
Pub Date Apr 82
Note-93p.; For related documents, see PS 013 111-125 and PS 013 155-157; First issued June 1980.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00377-7, $4.75).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Child Development; *Community Resources; *Day Care Centers; Early Childhood Education; Guidelines; Human Relations; Individual Development; *Program Development; *Staff Development
Identifiers-*Military Day Care

This guidebook, one of a series on the subject of military child care centers, outlines five major principles for consideration when selecting, planning, and developing appropriate programs. These principles are understanding military families' needs for child care;

deciding, based on the strengths and weaknesses of various existing child care settings, the kind of program the center will offer; supporting child development activities; planning programs that emphasize human development and relations; and planning for the use of community resources. Specific activities and guidelines for implementation for each of the above principles are detailed. (MP)

ED222266 PS013123

Managing Military Child Care Centers.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-DoD-6060.1-M-14

Pub Date Apr 82

Note-152p.; For related documents, see PS 013 111-125 and PS 013 155-157.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00378-5, $6.00).

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Administrator Role; Admission Criteria; *Day Care Centers; Early Childhood Education; Educational Facilities Design; Food Service; Guidelines; Health; Learning Modules; Legal Responsibility; *Management Development; Nutrition; Safety; *Staff Development; *Teaching Methods

Identifiers-*Military Day Care

Based on research as well as on the down-to-earth experiences which come from running a large military child care center, this director's manual provides guidelines for running an effective program. The guidebook, one in a series on the subject of military child care centers, presents advice on the following seven topics: becoming a center director, understanding the legal aspects of child care, staffing for quality child care centers, planning for staff development and evaluation for effective facility and equipment management, developing admission policies and procedures, assuring the health and safety of children in care, and managing the center's food service and nutrition program. A list of inexpensive resources which can be used to supplement the information presented is included at the end of each topic. (MP)

ED222267 PS013124

Financial Planning for Military Child Care Centers: A Guidebook Based on the Experiences of the Fort Lewis Child Care Center.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Department of Health and Human Services, Washington, D.C.

Report No-DoD-6060.1-M-15

Pub Date Apr 82

Note-139p.; For related documents, see PS 013 111-125 and PS 013 155-157.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00379-3, $5.50).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Administrator Role; *Day Care Centers; Early Childhood Education; Expenditures; Guidelines; Income; *Money Management; Program Budgeting; *Recordkeeping; *Staff Development

Identifiers-*Military Day Care

Good record keeping--along with a constant and detailed knowledge of expenses, income, profit, and loss--is the first step toward profitable management of a child care center. Good record keeping is especially important in a center that provides "drop-in" or occasional care because income may fluctuate greatly as a result of the variable number of children using the center. This guidebook for effective record keeping, one in a series on the subject of military child care centers, is based on the experience and actual operating procedures of the program at Fort Lewis, Washington. It is hoped that the system for record keeping, as well as the financial planning and management techniques explained in this guide, will provide the center's director with answers to the following basic questions: How can I plan a financially sound child care center? How should I budget when income from parent fees controls center expenditures? How should I establish fees and charges that will provide adequate income but not be more than parents can afford? How can I control major expenses so that the center is not wasting its limited funds? On a daily basis, what kinds of records should I keep in order to monitor income and expenditures? and, finally, How can I tell, before it is too late, that the center's expenses are exceeding its income? (MP)

ED222268 PS013125

Involving Parents and Volunteers in Military Child Care Centers.
Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.
Spons Agency-Department of Health and Human Services, Washington, D.C.
Report No-DoD-6060.1-M-16
Pub Date Apr 82
Note-74p.; For related documents, see PS 013 111-124 and PS 013 155-157.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00380-7, $4.50).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Class Activities; *Day Care Centers; Early Childhood Education; Guidelines; *Parent Participation; Parent School Relationship; *Staff Development; *Teaching Methods; *Volunteer Training

Identifiers-*Military Day Care

Parents can play a variety of roles in the life of a child care center. These roles are limited only by the time and interests of parents and the openness and creativity of the center staff. This guidebook, one of a series on the subject of military child care centers, discusses ways to effectively involve parents and other volunteers in the child care program. It specifically discusses ways for strengthening the center/home link, considering different kinds of involvement, encouraging parent/staff communication, making the center a family resource, and developing an effective volunteer program. (MP)

ED222269 PS013126

Parker, Lynn

The Impact of Child Nutrition Budget Cuts: A Look at the States and Selected School Districts.

Food Research and Action Center, Washington, D.C.
Spons Agency-Commonwealth Fund, New York, N.Y.
Pub Date 82
Note-126p.; Newspaper reprint articles on pages 90-101 in original document have been removed due to marginal legibility.
Available from-Food Research and Action Center, 1319 F Street, N.W. #500, Washington, DC 20004 ($3.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Breakfast Programs; *Budgeting; Elementary Secondary Education; *Federal Legislation; *Lunch Programs; National Surveys; *Nutrition; Questionnaires; *Retrenchment; State Surveys
Identifiers-*Impact Studies

Presented in this paper are results from a study conducted by the Food Research and Action Center to examine the immediate impact of the 1981 cuts in federal support for child nutrition programs on states, selected school districts, and students. The first step of the study included a brief review of literature regarding the nutritional problems of school-age children in the United States, the nutritional content of school lunches, the impact of school lunches on children's nutritional intake, the nutritional content of lunches not provided through the schools, and the relationship between the cost of school lunches and student participation in programs. Following this review, questionnaires were developed for state child nutrition directors, for key people in selected schools responsible for maintaining lunch programs and in schools that had dropped the program, and for children in those same elementary and secondary schools. Questionnaires were administered by anti-hunger advocates around the country. Forty-four states responded to the state director's questionnaire. In the selected school survey, data were collected from 19 schools that had maintained lunch programs (363 students in 11 states) and from 8 schools that had dropped programs (187 students in 4 states). In general, results suggest that the 1981-82 fiscal year budget cuts and legislative changes in the National School Lunch Program and the School Breakfast Program have had a severe impact on schools and school children nationwide. Copies of the questionnaires employed are appended along with other related materials. (MP)

ED222270 PS013127

Orvaschel, Helen

Assessing Depression in Prepubescent Children: Self-Report and Psychiatric Interview.

Pub Date Aug 82

Note-12p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Depression (Psychology); *Diagnostic Tests; *Interviews; Psychiatry; Psychological Testing; Self Evaluation (Individuals)

Identifiers-*Prepuberty; *Self Report Measures

Many approaches to the assessment of psychopathology in children have been governed by the conception of the prepubescent child as being unable or unwilling to recognize and report on his or her own behavior. Behavior of interest to the evaluator is perceived as being particularly difficult to obtain. This conception of the child's abilities is particularly evident in the use of behavior checklists, which are almost always designed to be completed by an information source other than the child. Checklists are inexpensive to use, but for diagnosis of depression, for example, they function only as preliminary screening devices and require follow-up by other diagnostic methods. A syndrome determination requires an assessment capable of differential diagnosis, which checklists are not yet designed to do. Structured and semi-structured psychiatric interviews are capable of making a syndrome determination, however. These techniques provide for a more systematic evaluation of signs and symptoms of disorder, thereby reducing the information variance in diagnosis and further improving diagnostic reliability. (MP)

ED222271 PS013128

Martin, Roy P.

Temperament: A Review of Research with Implications for Child Psychology in the School and Clinic.

Pub Date Aug 82
Note-30p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement; Child Psychology; *Clinical Psychology; Cognitive Ability; Definitions; Elementary Education; *Genetics; Literature Reviews; *Personality; *Personality Measures; Personality Studies; Psychopathology; Student Adjustment

Briefly considering the literature, this paper reviews research in the area of temperament and points out the implications of findings for school psychologists. Following a brief discussion of several definitions of temperament, two issues given the most consideration in the theoretical literature are outlined: the genetic origins of temperament and the stability of temperament over time. A brief summary of empirical evidence bearing on both issues is presented. Next, research is reviewed which is devoted to the development of measurement devices for assessment of temperamental characteristics in infants, toddlers, preschool and elementary children, middle-school children, and adults. Finally, a selected review of current research examining the effects of temperamental differences on such areas as the development of psychopathology, school adjustment, intelligence, and academic achievement are summarized and discussed. (MP)

ED222272 PS013130

Levant, Ronald F.; Doyle, Gregory F.

Communication Skills Training for Fathers of School-Aged Children.

Pub Date Aug 82

Note-14p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Children; *Communication Skills; *Fathers; *Parent Child Relationship; Parent Education; Program Evaluation; *Training

Identifiers-*Parenting

A communication skills training program for fathers of school-aged children was developed and evaluated. Eleven fathers, recruited from announcements distributed by community organizations serving a Boston neighborhood, participated in the program. A "non-equivalent" control group, similarly recruited, was also utilized. The program consisted of eight weekly 3-hour sessions focusing on attending, responding to content, responding to feelings, self-awareness, genuineness, and acceptance. Program effects were assessed in three areas: (1) the fathers' communication skills, (2) the children's perceptions of their relationships with their fathers, and (3) family systemic effects such as parents' satisfaction with their families and the congruence of mothers' and fathers' family concepts. Fathers, their wives, and one of their children were given pretests and posttests on the dependent measures. The program was found to result in an improvement in fathers' communication skills--specifically, a significant increase in their overall sensitivity, a significant reduction in their use of undesirable responses, a trend toward increased use of desirable responses, and a trend toward increased acceptance of their children's expression of feelings. Significantly more experimental than control group children perceived positive changes in their relationships with their fathers. An assessment of the family concepts of mothers and fathers indicated that fathers changed their views of the ideal family. (Author/RH)

ED222273 PS013131

Galambos, Nancy L.; Garbarino, James

Identifying the Missing Links in the Study of Latchkey Children.

Pub Date Aug 82

Note-14p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Child Rearing; Community Characteristics; Comparative Analysis; Elementary Education; *Elementary School Students; *Fear; Grade 5; Grade 7; Parent Responsibility; Rural Areas; *Student Adjustment

Identifiers-*Intrinsic Extrinsic Classroom Orientation; *Latchkey Children

Despite widespread and growing public and professional concern for latchkey children (children unsupervised before or after school), only a few empirical studies of such children are available. This study examined school adjustment, intrinsic versus extrinsic orientation in the classroom, academic achievement, and fear levels in fifth- and seventh-grade children living in a rural community. Three comparison groups were initially formed, including: (1) 21 children who had working mothers and who were regularly unsupervised before or after school, (2) 29 children of working mothers who reported that their children had continual adult supervision, and (3) 27 children supervised continually by nonworking mothers. A multivariate analysis performed on the dependent measures revealed that latchkey children did not differ significantly from supervised children. Multiple regression analyses also failed to indicate that lack of supervision was predictive of the dependent variables. These results, occurring in a "safe" rural environment, contrast significantly with data gathered in "dangerous" urban environments and suggest that future research examine community settings as mediators in determining the needs of latchkey children. (Author/RH)

ED222274 PS013132

Beale, Claudette J.; Baskin, David

Children's Fears: Who's Afraid of the Big Bad Wolf?

Pub Date Aug 82

Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Blacks; *Children; *Emotional Response; *Fear; *Hispanic Americans; Questionnaires; Research Needs; *Sex Differences; Stress Variables

A quasi-random sample of 58 children ranging from 6 to 12 years of age was administered a questionnaire consisting of 38 items designed to identify persons and things that they feared, that made them uncomfortable, and that they disliked. Children in the sample were either Black or Hispanic; distribution of males and females was uniform. While some subjects filled out a questionnaire individually, over 95% of participants had low reading abilities and were administered the questionnaire by an interviewer. Differences and similarities between male and female subjects are discussed, and areas for further inquiry are suggested. (Author/RH)

ED222275 PS013133

Plummer, Diane Loretta

The Impact of Grade Retention on the Social Development of Elementary School Children.

Pub Date 82

Note-68p.; Master's Thesis, University of Georgia.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Back to Basics; Comparative Analysis; Elementary Education; *Elementary School Students; Grade 2; Grade 5; *Grade Repetition; Negative Attitudes; *Peer Relationship; Self Concept; *Self Esteem; *Social Bias; Social Cognition; *Social Development; Student Attitudes

Differential effects of promotion from and retention in grade on second- and fifth-grade students were investigated. It was hypothesized that (1) children retained in grade will evoke negative perceptions and thus have lower status than children regularly promoted; (2) more favorable attributions will be made to children who are regularly promoted than to their retained counterparts; (3) children with perceived higher status will be preferred over children who are retained for academic and social tasks; (4) given comparable task performance, regularly promoted students will receive more rewards than will children who have been retained; and (5) children who are retained will have less favorable social cognitions and expectancies about themselves and their school environment than will children who are regularly promoted. Subjects, 219 children attending a rural elementary school in northeast Georgia, provided data on self-esteem measures as well as on measures or tasks assessing peer reward allocation, social partner choice, task partner choice, impressions and attitudes about retained students and the school environment, and report card expectancy. Race of examiner and order of presentation of measures were counterbalanced. Results are discussed, and related materials are appended. (RH)

ED222276 PS013134

Green, Joanne

Effect of Disabilities Awareness Curriculum on Third Grade Children's Perceptions of Disabled Individuals.

Pub Date Apr 82
Note-20p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, April 9-12, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis; *Disabilities; *Elementary School Students; Grade 3; *Perception; Pretests Posttests; Primary Education; *Program Effectiveness; *Training Methods
Identifiers-Accuracy; *Disabilities Awareness Curriculum

The Disabilities Awareness Curriculum was used to teach able-bodied third-grade children about various disabilities in an effort to increase the accuracy of those children's perceptions concerning disabled individuals. Subjects were 140 children from 3 schools (2 classes from each school) representing 3 school districts. Children were randomly assigned by class within each school to either the experimental or control condition. All children were pretested and posttested. Children in the experimental groups were taught the information contained in the Disabilities Awareness Curriculum in eight classroom sessions of 1 to 1 1/2 hours each. A 32.2 split plot factorial analysis using a regression approach was conducted to examine the effects of school attended, experimental versus control condition, pretest versus posttest scores, and any interaction effects. Results demonstrated significant increases in test scores of those children who had been exposed to the curriculum, while control group test scores remained unchanged. Although pretest scores indicated a significant difference among students by school, the effectiveness of the program was demonstrated to generalize across schools. Follow-up scores indicated a high degree of retention at 6 and 10 months. (Author)

ED222277 PS013135

Berry, Kenneth K.; Poncini, Michael

Father Absence and School Achievement in Australian Boys.

Pub Date Aug 82

Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Cognitive Development; Comparative Analysis; Elementary Education; *Elementary School Students; Emotional Development; *Fatherless Family; Foreign Countries; *Males; *Self Concept

Identifiers-*Australia

The effects of both early and late father-absence upon school achievement, cognitive development, and emotional development of 27 Australian males between 9 and 12 years of age were examined. Three groups of boys were evaluated in order to ascertain the effects of paternal deprivation. These groups included children experiencing (1) early father-absence (deprivation occurring before age 5), (2) late father-absence (deprivation occurring after age 5), and (3) no absence of father. It was hypothesized that those subjects with absent fathers would manifest significant deficits on mathematics, vocabulary, and language comprehension abilities as compared with those subjects whose fathers were present. It was further hypothesized that those subjects who experienced paternal deprivation prior to 5 years of age would show the greatest deficit on the three achievement measures used. Also expected were significant differences in self-concept, with males undergoing early deprivation showing poorer self-concept than those who were not deprived. Results indicated that the performance of subjects with fathers present was significantly superior on all achievement measures to that of boys whose fathers were absent. However, no significant differences were revealed between the two groups undergoing early and late paternal deprivation, nor were any differences found between these groups on self-concept measures. The possible reasons for these findings in terms of theory and in comparison with similar studies in other countries are discussed. (Author/MP)

ED222278 PS013136

Wilkinson, Cheryl Yelich; Oakland, Thomas

Stability of the Adaptive Behavior Inventory for Children.

Pub Date Aug 82

Note-18p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment); *Children; Comparative Analysis; *Ethnic Groups; Longitudinal Studies; Scores; *Test Reliability; *Test Validity

Identifiers-*Adaptive Behavior Inventory for Children

The stability of the Adaptive Behavior Inventory for children (ABIC) over a 4-year period was investigated. The sample was composed of 44 children, distributed approximately equally within racial and ethnic groups (Anglo-American, Black, Mexican-American), socioeconomic group (middle and lower), and gender. Three types of stability were considered: stability of individual scores, stability of group means, and test-retest correlations. Individual scores demonstrated considerable changes. No set of scores for any ABIC scale fell within one standard error of measurement in 68 percent of the cases. Mean scores also showed considerable differences and typically were lower on the second administration. Pearson Product Moment and rank order correlations were generally significant (in the mid-50s to low 60s).

(Author/MP)

ED222279 PS013137

Schunk, Dale H.

Efficacy and Skill Development Through Social Comparison and Goal Setting.

Pub Date Aug 82

Note-21p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Arithmetic; Comparative Analysis; Elementary Education; *Elementary School Students; *Low Achievement; Performance Factors; *Skill Development; *Training Methods

Identifiers-Goal Setting; *Self Efficacy; Social Comparison

This study explored how social comparative information and specific, proximal goals influence children's skillful performance and percepts of self-efficacy in the context of arithmetic competency development. A total of 40 fourth and fifth graders, identified as low-achieving in arithmetic, received instruction in division along with practice opportunities. One group was provided with social comparative information indicating the average number of problems solved by other children. A second group worked under conditions involving a goal of completing a given number of problems. A third group received both treatments, and a fourth group received neither treatment. Results yielded a significant main effect on perceived efficacy due to proximal goals. Children who received both goals and comparative information demonstrated the highest level of division skill. Results suggest exploring in greater detail how children weight and combine multiple sources of efficacy information. (Author/MP)

ED222280 PS013139

Pellegrini, Anthony D.

The Effects of Exploration Training on Young Children's Associative Fluency.

Pub Date Aug 82

Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Associative Learning; Cognitive Processes; Discovery Learning; *Discovery Processes; *Kindergarten Children; Preschool Education; *Questioning Techniques; Recall (Psychology); *Training Methods

Identifiers-*Associative Fluency

Two experiments examined the effects of different models of exploration questioning on kindergarteners' associative fluency, or ability to verbalize novel uses for conventional stimuli. In the first experiment, five models of exploration questioning were compared for their ability to facilitate associative fluency with respect to an object previously explored. Results indicated that the most effective condition was one in which children were asked questions eliciting generally descriptive remarks along with questions designed to encourage statements about similarities and differences. In the next most effective condition, children answered exploration questions relating to either description or differences. In the second experiment, children's associative fluency was tested on objects not previously examined. Again, children performing best were exposed to exploration questions eliciting description and statements of similarity and difference. Children exposed to questions generating description and statements of differences did better than children exposed to questions relating to either description or differences alone. It was concluded that asking exploration questions eliciting descriptions or statements of differences was most facilitative of children's associative fluency. Such questioning models are seen as having classroom application. (Author/MP)

ED222281 PS013141

Semple, Edward E., Jr.; Semple, Patrice M.

Creativity in the Elementary Curriculum.

Pub Date [79]

Note-28p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Creative Development; *Creative Teaching; Creative Thinking; *Creativity; Creativity Research; Definitions; Elementary Education; *Elementary School Curriculum; Literature Reviews

Briefly summarized in this literature review are definitions of curriculum, creativity, the creative process, the creative teacher, creative teaching, and creative adults and children. The curriculum as it relates to creativity and pertinent research on curriculum structure are also described. Lists of 9 obstacles to creativity and 12 aids to creative teaching adapted from Hallman (1967) are appended, along with creative lesson strategies, 10 commandments that lead to creative thinking, and 10 commandments that block creativity and creative teaching. (MP)

ED222282 PS013145

Walco, Gary A.

Children's Concepts of Death: A Cognitive Training Study.

Pub Date Aug 82

Note-20p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Development; Children; *Cognitive Ability; *Cognitive Development; Comprehension; *Concept Formation; *Death; *Developmental Stages; Elementary Education; Pretests Posttests

A cognitive training strategy was employed to investigate the nature of development in children's concepts of death. Subjects ranging in age from 3 to 11 years and attending Jewish-affiliated preschools participated in the study. Measures of verbal concept formation, abstract reasoning, general intelligence, and ability to conserve were administered to assess subjects' general level of cognitive functioning. As a pretest, children's responses to questions about death were elicited and their understanding of concepts of life was assessed. Subjects were then divided into experimental and "placebo" groups. Experimental groups were read a story and then were engaged in discussions about issues related to death. Taken from popular children's books, these stories were redesigned to induce conflict between preoperational and concrete operational views of death. The last story included more abstract notions, thus potentially promoting formal operational thought. The control group was involved in the same procedures as the experimental group, but in the control condition discussion themes did not focus on death. Within a week following the completion of interventions, all subjects were posttested, using pretest questions and the Concept of Life scale. A similar posttest was administered to all available subjects 25 to 30 weeks later. Results are discussed. (RH)

ED222283 PS013146

Burima-Siperko, Gloria M.; Moller, Carolyn U.

Comparison of Learning Theories Operationalized as Teaching Methods: Piagetian vs Behavioristic.

Pub Date Aug 82

Note-25p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Arithmetic; Comparative Analysis; *Generalization; *Kindergarten Children; *Learning Theories; Primary Education; Self Concept; *Teaching Methods

Identifiers-*Behaviorism; Operational Concepts; *Piagetian Theory

The objective of this pilot study was to directly compare operationalizations of Piagetian and behavioristic learning theories in terms of acquired skills and transferability of knowledge acquired. It was hypothesized that, in a population of kindergarten children, (1) Piagetian and behavioristic methods would be equally effective in teaching addition, (2) the Piagetian method would be more effective than the behavioristic method with regard to transfer or generalization of mathematical concepts from addition to subtraction tasks, and (3) neither the Piagetian nor the behavioristic method of teaching would adversely affect the self-concepts of participating children. Subjects were 35 children of 5 to 6 1/2 years of age who had not yet entered the first grade and who had no previous training in addition or subtraction. Assignment to Piagetian, behavioristic, or control groups was by random selection, stratified by general academic ability, by kindergarten versus non-kindergarten attendance, and by which of two community schools the child attended. Each of the two experimental groups met with their respective teachers 3 days a week for 8 weeks for 45-minute Piagetian or behavioristic instructional sessions. Control group members continued their usual school or home activities. Results are discussed. (RH)

ED222284 PS013147

Shaffer, Jack; Weinstein, Josh

Differential Sex Role Socialization in Thailand.

Pub Date Aug 82
Note-5p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences; *Aggression; Corporal Punishment; Cross Cultural Studies; Elementary Education; *Elementary School Students; Ethnic Groups; Foreign Countries; *Parent Influence; Punishment; Research Problems; Rural Urban Differences; Sex Differences; *Sex Role; *Socialization; Verbal Communication
Identifiers-Coding; Praise; *Thailand

Differential sex role socialization in Thailand was investigated, and the results were compared with trends observed in the literature based on samples from the United States. Two issues were of particular interest: socialization for aggression and severity of socialization. A sample of 1,896 Thai children, stratified according to sex, grade (first and fourth), ethnic origin (Thai, Chinese Thai, Muslim Thai), and place of residence (urban, suburban, rural), participated in the study. Children were asked to identify two instances of their behavior for which they were praised and two instances for which they were punished. They were also asked to identify the form of punishment. All interviews were conducted in the native language of the child by Thai university students. The interviewers kept written transcripts of the responses, which were then translated into English. Since Dennis' (1957) coding system proved to be inapplicable, a new classification system was developed through a post hoc analysis of the Thai responses. In general, the Thai data were consistent with American findings in that boys did not experience greater permissiveness regarding aggression and that boys were reported as being more frequent recipients of physical punishment than girls. Results suggest that parents may be promoting aggression in boys by using physical punishment. (RH)

ED222285 PS013148

Huston, Aletha C.
Sex Typing and Socialization.
Pub Date Aug 82
Note-14p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982). Matrix table may not reproduce well because of small type.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Development; Childhood Attitudes; Childhood Interests; Children; *Cognitive Development; *Concept Formation; Literature Reviews; Peer Influence; Play; Research Needs; *Sex Role; Sex Stereotypes; *Socialization
Identifiers-Gender Identity; Multidimensional Approach

The literature on children's acquisition of sex-typed knowledge, preference, and behavior is reviewed, and a matrix of sex-typing constructs and sex-typed content areas is offered. Two major themes are discussed. The first theme concerns the importance of activities, interests, and peer associations in the early acquisition of sex-typing constructs. It is argued that children learn sex-typed play activities, occupational stereotypes, family roles, and interests earlier than they learn about sex-typed personality traits and social behaviors. It is further suggested that while the latter have been emphasized as the core of sex typing, more attention should be paid to activities and interests and to sex segregation of peer groups. The second theme concerns the importance of cognitions and concepts about sex typing in the process of learning about gender. It is argued that, contrary to a premise of cognitive developmental theory, identifying cognitions and concepts about sex typing is not in itself sufficient for understanding the process of sex typing or for generating interventions. The suggestion is made that many people have been too quick to assume that changes in cognitions produce changes in identity, preferences, and behavior. In conclusion, researchers are urged to take the multidimensionality of sex typing seriously and to include multiple measures of multiple constructs and/or content areas in their studies. (Author/RH)

ED222286 PS013149

Duckett, Jean Constance

Representational Competence and the Ability to Succeed with First Grade Learning Activities.

Pub Date May 81

Note-9p.; Paper presented at the Annual University of South Carolina Conference on Educational Issues and Research (3rd, Columbia, SC, November 6-7, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Ability; *Competence; *Elementary School Students; Grade 1; *Instructional Materials; *Learning Activities; *Pictorial Stimuli; Primary Education; Research Needs; School Readiness; Urban Youth

Identifiers-Distancing Model (Sigel); Object Categorization Test; Picture Categorization Test; *Representational Competence; South Carolina

Sixty beginning first-grade students in an urban school district in South Carolina participated in a study investigating the relationship between representational competence and the ability to perform first-grade learning tasks. Representational competence may be defined as the ability to use representations of reality (such as pictures, symbols, or images) to perform logical operations. The present study focused on the pictorial level of representation and attempted to determine whether typical curriculum activities used in the district's first-grade classrooms demanded a higher level of representational competence than that attained by first graders in the district. Nine learning tasks requiring pictorial comprehension were selected from readiness materials. The tasks dealt with interpreting a picture, classifying objects into categories, sequencing and predicting events, relating pictures and sentences, determining cause and effect, and identifying items belonging or not belonging to a given category. In two individual testing situations, each child was asked to perform the randomly ordered learning tasks. Sigel's Object and Picture Categorization Test was administered to determine subjects' levels of representational competence, and each child's test responses were examined to determine his or her preferred style of grouping. Results are discussed. (RH)

ED222287 PS013151

Goodman, Joan F.

The Lock Box: Evaluating Mental Organization in Preschoolers.

Pub Date Aug 82

Note-6p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Guidelines; *Handicap Identification; Innovation; *Learning Problems; *Nonverbal Tests; *Perceptual Handicaps; *Preschool Children; Preschool Education

Identifiers-*Pattern Organization

A unique psychometric device, The "Lock Box," has been developed to measure the ability of preschool children to structure a novel problematic situation. The primary purpose of the box is to identify those preschoolers with mental ages ranging from 2 1/2 to 6 years who have difficulty imposing an orderly plan on their explorations and whose movements are random, repetitive, and without apparent goal direction. The box can also be used to identify children with perceptual-motor dysfunctions. Differing from most traditional tests which focus on the product of learning, this device emphasizes the process of learning, is language-free, and utilizes three-dimensional, highly appealing, and lifelike materials. As its name suggests, the box is a large container. Each of 10 compartments within the box contains a different toy and can be closed with a different lock. In administering the measure, the examiner codes the spontaneous moves of the child for 6 1/2 minutes. Five major scores are derived from the performance: total adaptive moves, total non-adaptive moves, number of latches unlocked, organization of moves, and aimless actions. (Rules for administering, coding, and scoring the measure and for constructing age-referenced profiles are indicated). (RH)

ED222288 PS013155

Caring for School-Age Children. Staff Development Series, Military Child Care Project.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.
Spons Agency-Department of Health and Human Services, Washington, D.C.
Report No-DoD-6060.1-M-6
Pub Date Apr 82
Note-116p.; For related documents, see PS 013 111-125 and PS 013 156-157.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00370-0, $6.00).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-After School Day Care; Age Differences; *Child Caregivers; *Childhood Needs; *Day Care; Early Childhood Education; *Elementary School Students; Guidelines; Learning Modules; Self Control; *Staff Development; Student Motivation; *Teacher Behavior
Identifiers-*Military Day Care

One of a series written for the beginning caregiver or teacher in a military child care center, this staff development module aims to provide practice in making decisions in problematic sitations concerning school-age children. The module offers several discussions of issues related to the topic of child care for school-age children. These discussions offer guidelines for orienting center care to meet basic needs of school-age children, for maintaining their interest, for understanding effects of caregiver behavior on children at the primary level, for helping children deal with their feelings and behave in acceptable ways, and for meeting the needs of older children in school-age care. Multiple-choice skill-building exercises, relating mainly to primary-school students in center care, are included after most discussions in order to suggest alternatives for conducting activities. Also provided are "preview" and "postview" items for self-evaluation. (RH)

ED222289 PS013156

Creating Environments for Infants. Child Environment Series, Military Child Care Project.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Report No-DoD-6060.1-M-7

Pub Date Apr 82

Note-98p.; For related documents, see PS 013 111-125 and PS 013 155-157; First issued June 1980.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00371-8, $4.75).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Check Lists; *Day Care Centers; Early Childhood Education; *Early Experience; *Educational Environment; Guidelines; Individual Differences; *Infants; Instructional Materials; Learning Modules; Play; Resource Materials; *Staff Development

Identifiers-*Military Day Care

One of a series designed for caregivers in military child care centers, this book discusses how to plan and implement an effective environment for infants 6 weeks to 12 months of age. The document is divided into two parts, with selected resources listed at the end. Part 1 outlines some ways to organize and arrange physical space at the center. In addition to discussion material, part 1 offers checklists for assessing center environments. Part 2 suggests ways to use people and things within the center space. Checklists are also included in part 2, along with tips for managing the infants' environment, ideas for supporting infants' individual differences, and suggestions for providing developmentally appropriate play activities with safe toys and equipment. (RH)

ED222290 PS013157

Creating Environments for Pretoddlers (13 to 24 Months). Child Environment Series, Military Child Care Project.

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No-DoD-6060.1-M-8

Pub Date Apr 82

Note-104p.; For related documents, see PS 013 111-125 and PS 013 155-156; First issued March 1980.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-000-00372-6, $5.00).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Check Lists; *Day Care Centers; Early Childhood Education; *Early Experience; *Educational Environment; Guidelines; Individual Differences; *Infants; Instructional Materials; Learning Modules; Play; Resource Materials; School Space; *Staff Development

Identifiers-*Military Day Care

One of a series written for child caregivers working in military day care centers, this book is about creating environments for "pretoddlers," children 13 through 24 months of age. The book is divided into two parts, with selected resources at the end. Part 1 discusses some ways to organize and arrange physical space for pretoddlers, providing several checklists for assessing center environments. Part 2 suggests ways to use people and materials in the center space. Managing the center environment for pretoddlers' development, encouraging development through play, using materials creatively, and finding resources are among the topics discussed. Checklists related to each of these topics are provided along with a brief annotated bibliography of related books and records. (RH)

ED222291 PS013171

Wallace, Doris B.; And Others

The Development of Measures of Children's Interpersonal and Task Strategies: Animal Stalls and Children's Strategies Assessment System (CSAS). Final Report.

Bank Street Coll. of Education, New York, N.Y.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date Aug 82

Contract No-DHHS-105-81-C-006

Note-150p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Classroom Observation Techniques; *Cognitive Ability; Early Childhood Education; *Interpersonal Competence; *Kindergarten Children; Measures (Individuals); Models; *Preschool Children; *Test Construction

Identifiers-Childrens Strategies Assessment System; *Strategic Behavior

A framework for conceptualizing young children's theoretical and task-related strategies in everyday situations is presented in this Head Start final report. The first section of the report discusses the concept of strategies, reviews relevant literature, and presents a theoretical model of the organization of strategic behavior. The second section describes the Children's Strategies Assessment System (CSAS), a tool for assessing young children's competence in social interactions and in material tasks. The CSAS is largely based on Bronson's (1974, 1982) concept of "executive skill" and on her classroom observation measure, the Executive Skill Profile for Preschool and Primary School Children. The CSAS also extends the social and mastery strategies of Bronson's work, integrating these within a unifying theoretical base and including strategies which have negative as well as positive effects. In the third section of the report, a brief account is given of the evolution of the Animal Stalls task (AST) in its first, second, and current versions. The AST is a block construction task, utilizing familiar materials and an unfamiliar problem, which can be adapted to different ages. In the fourth section, the analysis of pilot test data gathered from over 100 children is presented and discussed, and directions for future research are specified. Related materials, including a copy of the CSAS, are appended. (RH)

ED222292 RC013573

Media as a Development Education Resource. Public Report of Meeting June 10-11, 1982.

Inter-American Development Inst., Washington, DC.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date Jun 82
Contract No-PDC-0000-C-00-2056-00
Note-145p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Developing Nations; *Fund Raising; Hunger; International Organizations; *International Relations; *Mass Media; Private Agencies; Rural Development; *Voluntary Agencies; *World Problems
Identifiers-Advisory Committee on Voluntary Foreign Aid; *Development Education

With the selection of the role of the media in development education activities as the theme for the meeting, the Advisory Committee on Voluntary Foreign Aid (ACVFA) continued its dialogue with the private and voluntary organizations (PVO) community on the crucial issue of educating the U.S. public about hunger and related international development issues. The state of the art in development education through mass media techniques was discussed during the 2-day meeting. Major concerns of participants were focused in two areas: the need for sharper distinctions between fund-raising and education efforts and the need for increased coverage of development progress and problems by the news media. A third issue addressed the need for Agency for International Development (AID) and the PVOs to develop a communications policy and set of objectives and procedures. Additionally, sessions dealt with public education, reporting about the Third World, World Food Day, collaborative efforts in development education, media approaches, AID education activities, and advisory committee business. The eight appendices include: a list of participants; a discussion of development education as an integral component of a PVO; a list of development education project grants; and the charter of the ACVFA. (AH)

ED222293 RC013591

Martinez, Tomas; Zapata, Geraldine

National Position Paper on Child Abuse and Neglect in the Latino Community.

Pub Date 8 Oct 79

Note-24p.; Paper presented at the National Latino/Chicano Caucus National Conference on Child Abuse and Neglect (4th, Los Angeles, CA, October 8, 1979).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies; *Child Abuse; *Child Neglect; Community Services; *Delivery Systems; Family Problems; Group Dynamics; Parent Role; *Social Support Groups; *Spanish Speaking; Stress Variables

Identifiers-Spanish Surnames

Representing the accumulated expertise of the Spanish Speaking/Surnamed (SS/S) multi-disciplined service provider network, this position paper is designed to focus national, state, and local attention to the Latino/Chicano child abuse and neglect (ca/n) problems and on the bilingual/bicultural resources needed to improve the degree and type of response to ca/n within the Latino community. A brief overview of the state of the art of the ca/n field and the SS/S population discusses child abuse systems and their problems, dynamics of child abuse in the Latino community, family dynamics/family stress, role of the court and protective services, alternative models/bilingual-bicultural resources, demographic profile of the Latino population regarding child abuse risk, and multiple high risk factors faced by SS/S people (e.g., health, emotional, intellectual, and cultural hazards). Among 25 specific recommendations on how ca/n systems can become more responsive to SS/S people are: that a network of bilingual/bicultural referral services be established, advocated for, and sponsored by the state and county ca/n service network and that alternative responses be considered, e.g., bilingual/bicultural manpower resources, family oriented crisis intervention services, and parents as resources. Resolutions presented by the National Chicano/Latino Caucus and the California Latino Federation of Child Abuse and Neglect Councils at the conference are appended. (NQA)

ED222294 RC013600

Boynton, Mary
Annual Evaluation Report 1979-1980.
Colorado Migrant Education Resource Center (CoMerc), Longmont.
Pub Date Sep 80
Note-80p.; For related document, see RC 013 601.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annual Reports; Evaluation; Information Dissemination; Inservice Education; *Migrant Programs; Occupational Information; *Organizational Development; *Organizational Effectiveness; Questionnaires; *Resource Centers; Staff Development; *Technical Assistance
Identifiers-*Colorado Migrant Education Resource Center

The Colorado Migrant Education Resource Center (CoMERC) was established in September 1979 to provide services to 12 migrant education projects in northern Colorado. The center's objectives were to establish task forces to address the needs of the area and assist in dissemination of expertise and to provide technical assistance to project staff in the areas of staff development, materials, curriculum, management, and evaluation. During 1979-80, CoMERC's greatest accomplishment was setting up definite goals and relatively measurable objectives for each of the four components (management, staff development, curriculum and materials, and evaluation). This evaluation report presents some background on CoMERC's history and operation; job descriptions of fiscal year 1980 staff (director, curriculum and materials consultant, staff development consultant, evaluation consultant and newsletter editor, and secretary); individual reports from the director and consultants on the center's progress and pitfalls; a log of the technical assistance services provided by the staff; a summary of evaluative feedback regarding the center's services; indications of dissemination efforts undertaken; and a look to the future. Appended is a copy of the questionnaire used to evaluate the various inservice sessions provided by CoMERC staff. (NQA)

ED222295 RC013601

Boynton, Mary
Annual Evaluation Report 1980-1981.
Colorado Migrant Education Resource Center (CoMerc), Longmont.
Pub Date Oct 81
Note-70p.; For related document, see RC 013 600.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annual Reports; Evaluation; Information Dissemination; Inservice Education; *Migrant Programs; *Organizational Effectiveness; Questionnaires; *Resource Centers; Staff Development; *Technical Assistance
Identifiers-*Colorado Migrant Education Resource Center

The report reviews the Colorado Migrant Education Resource Center's (CoMERC's) progress from September 1980 through September 1981 in accomplishing the following goals: conducting needs assessment for training and for migrant education materials; providing training and technical and programatic assistance to local education agencies (LEA's); piloting and field testing materials developed by CoMERC and LEA's organizing a communication and coordination network of all LEA's, Colorado Department of Education (CDE), and institutes of higher education in the proposed service region to foster close working relationships; augmenting CoMERC's collection of instructional and professional materials for purpose of review and analysis and for use in staff development services; and assisting LEA's to establish material collections according to their unique needs. An organizational chart depicts the responsibilities of the CDE migrant education supervisor, the Northern Colorado Educational Board of Cooperative Services Board of Directors and executive director, and CoMERC's director and professional staff. Staff reports from CoMERC's director and evaluation, staff development, and materials and curriculum consultants describe the year's progress from each of their perspectives. Specific services provided, activities undertaken, feedback from project personnel, and dissemination efforts are summarized. Appended is a listing of the component objectives, activities, and evaluation. (NQA)

ED222296 RC013606

Curiel, Herman; And Others

Student Assessment of Interinstitutional Interdisciplinary Barrio Primary Care-Mental Health Training Program Over Three Years.

Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.; Texas Univ., Austin. Hogg Foundation for Mental Health.

Pub Date Sep 80

Grant-#33-06533; NIMH-#1T21-MH-14863-01

Note-15p.; Paper presented at COSSMHO National Conference on Health and Human Services (3rd, Washington, D.C., September 17-21, 1980). For related document see RC 013 624.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Field Experience Programs; Higher Education; Institutional Cooperation; *Interdisciplinary Approach; Mental Health Clinics; Mexican Americans; Nurses; *Primary Health Care; *Program Content; Psychiatrists; Psychologists; Social Workers; *Student Attitudes; *Trainees

Identifiers-Consortium Training Program TX

Trainees in the Consortium Training Program included residents in psychiatry, pediatrics, and internal medicine; medical students; interns in psychology; and graduate students in social work and nursing. Training involved supervised direct patient contacts in an interdisciplinary setting and weekly half-day seminars (consisting of 90-minute team-taught didactic session, one-hour interdisciplinary case conference, and formal presentation at psychiatry grand rounds). A 54-item, 6-part questionnaire consisting of 42 rating and 12 essay questions measured the reactions of 38 trainees (18 from social work and nursing, 20 from psychology and psychiatry) to their didactic and practicum experiences. Trainees rated each of the 39 seminars on a scale of 1 to 4 in terms of usefulness. Seminar topics were grouped into three areas: clinical skills; mental health information; and social, cultural, and organizational issues. Rating scales were also used to measure reactions to participation in case conferences and field practicum experiences involving direct patient contact. Essay questions solicited suggestions for program modifications. Findings indicated that the seminars were considered useful by all trainees, although the social work and nursing students were somewhat more positive about the seminars, and that psychology interns and psychiatry residents ranked practicum experiences higher in terms of interchangability of professional skills. (NQA)

ED222297 RC013607

The Reality Game.

Colorado Migrant Education Resource Center (CoMerc), Longmont.

Pub Date 80

Note-9p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cultural Context; Educational Environment; *Educational Games; Learning Activities; Life Style; *Migrant Education; *Migrant Problems; Migrant Workers; *Quality of Life; *Social Problems; Socioeconomic Influences

"The Reality Game" is intended to provide players with an opportunity to experience the harsh lifestyle of a migrant family in their daily struggle for survival. By shedding light on many variables impeding the education of migrant children, the players should be able to infer implications for their academic and personal growth. The gameboard includes a die, three sets of fortune cards, three sets of disaster cards, marking pen, and response sheet. Length of the game is a total of 18 rolls of the die in 3 different phases. Phase 1 fortunes or disasters describe events from the time migrants leave their home in Eagle Pass, Texas, and arrive in Eaton, Colorado. Phase 2 fortunes or disasters are those migrants may encounter upon arrival. Phase 3 fortunes or disasters are those migrants may encounter during their stay within a particular area. This paper provides a brief overview of the migrant's lifestyle, the rules of the game, copy of the response card, a sample of a family composition, and a listing of the disasters and fortunes for each phase. (NQA)

ED222298 RC013608

Mata, Roberto L.

Hablando Con Maestros Guia para Padres para Resolver Problemas Con La Escuela = Talking With Teachers: A Problem-Solving Handbook for Parents.

Colorado Migrant Education Resource Center (CoMerc), Longmont.

Pub Date 81

Note-25p.; Translation by Juanita C. Segura.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education; Bilingual Instructional Materials; *Communication (Thought Transfer); Critical Incidents Method; *Data Collection; *Migrants; *Observation; Parent School Relationship; *Parent Teacher Cooperation; *Problem Solving

Designed to help parents communicate with teachers about the school problems of their children, the handbook provides strategies which can guide parents to collect accurate information about a problem and to use it to initiate an open exchange with the teacher. The strategies can be used whether parents are becoming aware of a problem or have been engaged in a long struggle on behalf of their child. Emphasizing the importance of collecting and exchanging facts in the initial stages of working with the teacher, the handbook covers the thinking process used to resolve problems; definitions of problem, communicate, collaborate, and problem solving; collection of accurate information through observation; examples of responses to an exercise on accurately observing situations; observations made at home; strategies for making observations in the home; approaching the teacher; and steps in talking with the teacher. (NQA)

ED222299 RC013609

Individualization: Addressing Educational Needs of Migrant Children. 1981 Summer Institute Evaluation Summary.
Colorado Migrant Education Resource Center (CoMerc), Longmont.
Pub Date 81
Note-77p.; For related document, see RC 013 610.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Inservice Teacher Education; *Institutes (Training Programs); *Migrant Education; *Organizational Effectiveness; *Participant Satisfaction; Program Costs; Questionnaires; Resource Centers; *Summative Evaluation; Summer Programs
Identifiers-*Colorado Migrant Education Resource Center

Intended for project directors, consultants, Colorado Department of Education personnel, and other interested persons, this report examines the overall usefulness of the Colorado Migrant Education Resource Center's (CoMERC's) efforts in putting on an institute for summer migrant school instructional staff. The first section describes the planning, implementation, and follow-up processes accomplished by CoMERC and depicts the activities, participant make-up, and layout which existed at the institute's site in Dillon. Next, perceptions of strengths and weaknesses are presented from the points of view of CoMERC staff, the 224 participants (by way of evaluation forms, reaction papers, and discussions during summer visits by CoMERC staff), and 35 consultants. The final section contains analyses of possible impact of the institute by way of observations, statements made by participants, and cost factors involved. Implications for planning future training are included. Appended are the evaluation form, a copy of CoMERC's July newsletter, letters from special quests and participants, and a copy of the program for the institute. (Author/NQA)

ED222300 RC013610

Migrant Education: New Directions For Continuing Challenges. 1982 Summer Institute Evaluation Summary.

Colorado Migrant Education Resource Center (CoMerc), Longmont.

Pub Date 82

Note-98p.; For related document, see RC 013 609.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Inservice Teacher Education; *Institutes (Training Programs); *Migrant Education; *Organizational Effectiveness; *Participant Satisfaction; Program Costs; Questionnaires; Resource Centers; *Summative Evaluation; Summer Programs

Identifiers-*Colorado Migrant Education Resource Center

The report presents the major feedback and cost factors of the 1982 Summer Institute held by the Colorado Migrant Education Resource Center (CoMERC) for summer migrant school instructional staff. The first section describes the pre-registration process and depicts the make-up of the 198 participants. The next section presents comments on strengths, weaknesses, and modifications suggested by CoMERC staff and by participants on the evaluation forms, papers turned in for university credit, and a rating form used by the Weld Board of Cooperative Educational Services. A chart shows the ratings given to each topic and presenter, plus comments made on the university credit papers. Copies of the consultant feedback form, the pre-registration form, and the evaluation form are included. The 1981 and 1982 institute costs are compared. Appended are the conference program and copies of the materials used when contacting the consultants, e.g., contacting consultants checklist; correspondence used throughout the process; consultant orientation form and worksheet; guidelines for planning and delivering an effective training session and for being an effective trainer; consultant agreement/reimbursement form; ideas for dealing with different types of participants in a training session (how he/she acts, why, and what to do); and CoMERC consultant tape/videotape authorization form. (NQA)

ED222301 RC013611

Assorted Processes and Models Developed for Use by Local Migrant Projects (1979-1982).

Colorado Migrant Education Resource Center (CoMerc), Longmont.
Pub Date 82
Note-148p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agency Cooperation; Coordination; Criterion Referenced Tests; *Educational Assessment; Educational Needs; *Evaluation Methods; *Facility Inventory; *Migrant Education; Models; Parent Participation; *Personnel Evaluation; Personnel Selection; *Program Evaluation; Questionnaires; Records (Forms)

The 11 processes and models, developed between 1979-82 for use by local migrant education projects, include guidelines for assessing the project's needs for external resources in all program areas and for conducting an inventory of the materials and equipment needs. A process for analyzing staffing is followed by tips for hiring bilingual staff. A survey questionnaire is provided for use in determining migrant parents' needs for training/information sessions at a statewide conference. A paper on how to ensure program continuity for migrant children provides suggestions for coordination within a district. A proposed evaluation design for a local project covers the planning session, fiscal year 1981 objectives and possible evaluation strategies, charts summarizing the complete design and showing an example of the instrumentation for different phases, teacher/aide report forms, and parent feedback. A checklist of tasks/considerations for implementing local evaluation covers selection processes, recordkeeping, procedural issues, orientation/training needs, coordination tasks, and application/use of results. Next is a process for developing awareness of criterion-referenced testing and selecting a criterion-referenced test. Parent (in English and Spanish) and staff input forms for use in evaluating summer programs proceed a survey form for obtaining feedback from local project personnel on CoMERC (Colorado Migrant Education Resource Center) services. (NQA)

ED222302 RC013614

Ogletree, Earl J.; Janick, Joanne
A Survey of the Status of Migrant Education in Fifty States.
Pub Date 2 Oct 82
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Credits; Educational Policy; Flexible Scheduling; Graduation Requirements; *Institutional Cooperation; Interstate Programs; *Migrant Education; Questionnaires; *Secondary Education; State Surveys; Student Records; *Transfer Policy
Identifiers-Credit Accrual; *United States

A 23-item questionnaire was sent to secretaries of education committees in state legislatures and departments of education of all 50 states to obtain data on (1) the basis of intrastate and interstate credit transfer, (2) how migrant students' academic program can be planned to provide continuity, (3) how credit transfers are made, (4) how many states and school districts have an interstate credit transfer policy and program, (5) whether local education agencies (LEA's) can exceed curricular mandates, (6) whether it is possible for school districts to offer flexible school schedules for migrant students, (7) how the credit transfer system and the education of migrant students can be improved, and (8) whether migrant students should be required to take minimum competency tests. Of the 40 states responding in the request to complete the questionnaire, 4 (California, Hawaii, South Dakota, and Rhode Island) declined for various reasons. Among the questionnaire responses were that basic skills were ranked as top priorities, with medical and nutritional needs second; 16 states had no interstate credit transfer policies or agencies; 8 states had policies and agencies for interstate credit transfers; 10 states had intrastate policies and agencies; and the most often stated basis for credit transfer decisions was the number of clock hours completed by the student and the grade received. (NQA)

ED222303 RC013616

Hughes, Dean Mack

Perceptions of Parents, Teachers, and Administrators Regarding Procedures of the Individualized Educational Program in Selected South Dakota Schools.

Pub Date Jul 80
Note-144p.; Doctoral Dissertation, University of South Dakota.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*American Indian Education; Disabilities; *Educational Administration; Elementary Secondary Education; Exceptional Persons; *Individualized Education Programs; *Parent Attitudes; Perception; Public Schools; Questionnaires; *Special Education; *Teacher Attitudes
Identifiers-Bureau of Indian Affairs Schools; Contract Schools; South Dakota

The purpose of the study was to determine the perceptions of parents, teachers, and administrators concerning four major requirements of individualized educational programs (IEP) in public, Bureau of Indian Affairs (BIA), and contract Indian schools in South Dakota. A questionnaire was hand delivered to 31 parents of "special needs" children, 24 special education teachers, and 12 school administrators responsible for special education programs. Applicable only to the 12 public, contract, and BIA Schools surveyed, conclusions included: 1) perceptions of public, contract, and BIA school respondents concerning the 4 major requirements of the IEP were very similar except in the area of confidentiality; 2) respondents overall perceived the IEP as being in compliance across all 4 major requirements; and 3) parents' perceptions of the 4 major requirements of the IEP did not coincide with those of teachers and administrators in the areas of confidentiality and due process. On the basis of findings, recommendations offered were to develop training programs for parents of "special needs" Indian children; initiate inservice programs by schools to promote communication between parents, teachers, and administrators concerned with the IEP process; and conduct additional research to determine why parents' perceptions of IEP were different. (Author/ERB)

ED222304 RC013621

Langemach, Sharon; Koepplinger, Jessica

Guide for Migrants in the State of Illinois = Guia para Migrantes en el Estado de Illinois.

Illinois Migrant Council, Chicago.
Pub Date Jul 82
Note-21p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Labor; *Civil Rights; Due Process; *Employment Practices; *Immigrants; Migrant Housing; *Migrant Workers; Pesticides; Safety; *Social Services
Identifiers-*Illinois; Illinois Migrant Council; Social Security

Prepared for migrant farmworkers traveling in the State of Illinois, the booklet, written in English and Spanish, provides basic information on (1) employment conditions--requirements of crew leaders and employers, deductions from wages, and laws regulating child labor; (2) housing--conditions of the camp grounds and of living units; (3) pesticides--possible poisoning symptoms and what to do and pesticide safety tips; (4) food stamps--their purpose, important facts to know about food stamps, and where to obtain further information or help in processing the application for food stamps; (5) social security--its purpose and where to obtain more information or help in applying for a social security number, a replacement card, or benefits; (6) immigration--categories of immigrants and length of time and costs for processing papers; and (7) legal rights when arrested--what to do when stopped by a policeman and the migrant's rights if arrested. A toll-free number where migrants can obtain emergency assistance anywhere in the U.S. is provided. A brief discussion of the Illinois Migrant Council (IMC), addresses and phone numbers of the 10 IMC offices, and a map indicating the approximate location of the IMC offices within the State conclude the booklet. (NQA)

ED222305 RC013622

Woodruff, Bradley A.; Samudio, Jose L.

Midwest Youth Employment and Training Program. Part-Time Work Experience Program. Texas Supervisor Manual.

Midwest Youth Employment & Training Program, Chicago, IL.
Pub Date Aug 81
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Awareness; Grievance Procedures; High Schools; High School Students; Interstate Programs; *Migrant Education; *Migrant Youth; *Occupational Information; Part Time Employment; Records (Forms); Responsibility; Student Employment; Student Evaluation; Student Rights; *Supervisors; *Work Study Programs
Identifiers-*Part Time Work Experience Program; *Texas

The Part-Time Work Experience Program (PT-WEX) provides migrant students the opportunity to work after school. The PT-WEX program is part of the Midwest Youth Employment and Training Program (YETP) which emphasizes high school retention and completion and career awareness. Intended for supervisors of the program participants, this manual provides information on the orientation given to participants, working with the counselor assigned to the participants, acceptable reasons for absences, lateness, time sheets and pay checks, grounds for dismissal from the program, participant grievances and rights, and YETP monitoring and evaluation. Suggestions for working with the program participants are provided. The manual also includes copies of the statement of rights given each participant upon entry into the program, the youth evaluation form, the PT-WEX participant time sheet, the worksite review sheet, and the YETP supervisor and participant interview sheets. (NQA)

ED222306 RC013623

Woodruff, Bradley A.; Saudio, Jose L.

Midwest Youth Employment and Training Program. Part-Time Work Experience Program. Texas Participant Manual.

Midwest Youth Employment & Training Program, Chicago, IL.
Pub Date Aug 81
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Awareness; Grievance Procedures; High Schools; *High School Students; Records (Forms); Student Employment; Student Evaluation; *Student Responsibility; Student Rights; *Work Study Programs
Identifiers-*Part Time Work Experience Program; *Texas

The Texas Part-Time Work Experience (PT-WEX) Program gives migrant high school students an opportunity to (1) explore their work and personal values and interests; (2) apply and learn skills in a job after school; (3) develop new career choices; and (4) obtain job experience. This manual provides participants of the PT-WEX program with some information they need to know about the program and gives them some tips on how to get along with their supervisors and co-workers. The manual provides information on the program's goals, the orientation the participants receive, the roles of the counselor and supervisor, evaluation of participant's progress, time sheets and paychecks, grounds for dismissal from the program, grievances, rights and benefits as a participant in the PT-WEX program, and complaint resolution procedure. Some tips for participants on staying with the job are provided. The manual also includes copies of the youth evaluation form and the PT-WEX program participant time sheet. A list of important things to know provides space for such information as the name, address, and phone number of the participant's worksite, supervisor, and counselor; dates of employment; hours of work; time records; salary; and who to notify if paycheck is lost. (NQA)

Curiel, Herman; Gomez, Efrain A.

Problems and Issues in Implementing an Interdisciplinary Training Program in a Primary Care - Mental Health Barrio Clinic.

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.; Texas Univ., Austin. Hogg Foundation for Mental Health.
Pub Date Mar 80
Grant-#33-06533; NIMH-#1T21-MH-14863-01
Note-18p.; Paper presented at the Annual Meeting of the Council on Social Work Education (Los Angeles, Calif., March 9-12, 1980). For related document, see RC 013 606
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Field Experience Programs; Higher Education; Hispanic Americans; Institutional Cooperation; *Interdisciplinary Approach; *Primary Health Care; *Program Attitudes; Program Content; *Social Workers; *Student Attitudes; *Trainees
Identifiers-Consortium Training Program TX

Program trainees of an interinstitutional interdisciplinary primary care-mental health training program, implemented in Houston, Texas, included residents in psychiatry, pediatrics, internal medicine, and family practice; medical students; and graduate students in psychology, social work and nursing. A combination of field practicum and didactic experiences encouraged interdisciplinary encounters. Social work trainee graduates were asked to complete a self-administered questionnaire rating 20 dimensions of the program in terms of usefulness to their present social work practice. Specific dimensions included interaction with peers and faculty by discipline and perceived value of their participation in the weekly didactic and case presentation components. Of 18 questionnaires mailed, 12 were returned. Students ranged in age from 24 to 56 (mean age of 34) and included 6 males and 6 females, with half being Hispanic. Mean rating student responses were used to examine in retrospect problems and issues encountered. Findings indicated peer interaction ratings ranged from a low of 5.67 for psychiatric nursing to a high of 8.00 for social work; faculty interaction ratings ranged from a low of 6.83 for psychiatry to a high of 7.66 for social work; and students felt the program positively affected their appreciation for their role as social workers, others' expertise, and their self-confidence. (Author/NQA)

ED222308 RC013625

Sindt, Roger P.; Harris, Jack
Homebuyer's Guide.
Texas A and M Univ., College Station. Texas Real Estate Research Center.
Pub Date May 82
Note-25p.; For related document, see RC 013 626.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business Communication; *Consumer Education; Contracts; Credit (Finance); *Decision Making; Expenditures; *Homeowners; *Housing; *Purchasing

Designed to assist prospective buyers in making such important decisions as whether to buy a new or older home and within what price range, the guide provides information on the purchase process. Discussion of the purchase process covers the life-cycle costs (recurring homeownership costs that must be met every month); selection of a home; evaluation of prices; things to consider when buying; earnest money contract; borrowing money; types of loans (conventional, Veterans Administration-guaranteed, and Federal Housing Administration-guaranteed); closing the transaction; and the warranty deed. The more common closing cost items are briefly discussed: prorations of property taxes and insurance; fees for real estate broker, loan origination, appraisal, assumption of existing loan, recording and transfer, and survey; discount points; credit report; prepaid interest; private mortgage and hazard insurances; reserves deposited with lender; title insurance premiums; and termite inspection. Appended are a summary of items covered on the disclosure form, a list of items to consider when examining a pre-owned and a new house, a checklist for custom building, and a glossary of 91 terms which may be of interest to the novice homebuyer. (NQA)

ED222309 RC013626

Sindt, Roger P.; Harris, Jack

Manual para Compradores de Casas (Homebuyer's Guide).

Texas A and M Univ., College Station. Texas Real Estate Research Center.

Report No-R-582-5C-249

Pub Date May 82

Note-44p.; Spanish translation by Rosa C. Canas; revised translation by Armando Avalos and Andy Herrera. For related document, see RC 013 625.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Business Communication; *Consumer Education; Contracts; Credit (Finance); *Decision Making; Expenditures; *Homeowners; *Housing; *Purchasing; Spanish Speaking

Designed to assist prospective buyers in making such important decisions as whether to buy a new or older home and within what price range, the guide, written in Spanish, provides information on the purchase process. Discussion of the purchase process covers the life-cycle costs (recurring homeownership costs that must be met every month); selection of a home; evaluation of prices; things to consider when buying; earnest money contract; borrowing money; types of loans (conventional, Veterans Administration-guaranteed, and Federal Housing Administration-guaranteed); closing the deal; and the warranty deed. The more common closing cost items are briefly discussed: prorations of property taxes and insurance; fees for the real estate broker, loan origination, appraisal, assumption of existing loan, recording and transfer, and the survey; discount points; credit report; prepaid interest; private mortgage and hazard insurances; reserves deposited with lender; title insurance premiums; and termite inspection. Appended are a summary of items covered on the disclosure form, a list of items to consider when examining a pre-owned and a new house, a checklist for custom building, and a glossary of 91 terms which may be of interest to the novice homebuyer. (NQA)

ED222310 RC013627

West, Donald A.; Price, Dorothy Z.

Employment Opportunities, Job Satisfaction, and Migration Among Young Adults From Nonmetropolitan Washington. Bulletin 873.

Washington State Univ., Pullman. Coll. of Agriculture.
Pub Date Apr 79
Note-32p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Employment Opportunities; High School Graduates; *Job Satisfaction; *Migration Patterns; *Rural Population; Self Actualization; Sex Differences; State Surveys; *Young Adults
Identifiers-*Washington

The study evaluates employment opportunities, job satisfaction, and migration among young Washington adults. Results were based on data collected in a 1973 mail survey of members of high school classes graduating in 1965 or 1966 (N=1059) from rural schools throughout the state. A follow-up survey of the migrating portion of the sample takes a closer look at their expectations, perceived benefits, and costs of moving. Using occupation, earnings, and place of work as career attainment measures, the study shows that the young adults were successful in their movement into responsible positions. Among the findings, when compared to a 1970 study of young adults 25-35 within the U.S., were that: relatively high proportions of both men and women entered professional occupations; substantial proportions of the men had blue collar jobs; and employed men's salaries were slightly lower and women's salaries slightly higher than the U.S. averages. Additionally, findings reveal that: rural areas provided jobs for roughly four-fifths of the men and two-thirds of the women; two-thirds of both sexes had some college training; respondents had not experienced desired amounts of satisfaction from their jobs at the higher need levels; and geographic mobility generally fulfilled migrants' expectations. (AH)

ED222311 RC013628

Tin Aicha Nomad Village.

American Friends Service Committee, Philadelphia, Pa.
Pub Date 82
Note-209p.
Available from-International Division, American Friends Service Committee, 1501 Cherry Street, Philadelphia, PA 19102 ($10.00).
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Agricultural Production; *Cooperative Programs; *Developing Nations; Foreign Countries; Functional Literacy; Health Programs; *Nomads; Program Descriptions; *Program Development; *Rehabilitation Programs; Religious Organizations; Rural Areas; Rural Education; Vocational Education
Identifiers-*Mali

The report details some aspects of the American Friends Service Committee's (AFSC) and the Mali government's cooperative rehabilitation project for nomad families along the shores of Lake Faguibine. Covering the years 1975-81, the report contains five sections. The introduction provides background information on nomads and the Sahel; drought, famine, and relief; and AFSC experience. The AFSC project exploration section describes the field visits in 1973 and 1974; project assessment, comparison, and decision; and an outline on the Malian national recovery plan. Project planning and definition are covered in the third section. In section 4, a review of the project includes: profiles of the seven Tin Aicha family heads; the population and personnel; agriculture, livestock and herding, and tree planting and reforestation; health, nutrition, education, and functional literacy; and village government, weekly market, cooperative store, and permanent buildings. Section 5 "Assessment and Conclusions," encompasses the field evaluation; livestock, land, school, health, and settlement; reflections from the seven family heads; and lessons for AFSC program planners. Appendices provide a chronology, Tin Aicha review, local view of Tin Aicha in 1980,

welcoming address for AFSC executive secretary, seminar report, and financial summary. (AH)

ED222312 RC013629

Meier, Ellen; Edington, Everett D.

Research Synthesis: Teacher Preparation for Rural Schools.

Spons Agency-Western Montana Coll., Dillon.
Pub Date Oct 82
Note-31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Curriculum; *College Role; College School Cooperation; Community Characteristics; Community Involvement; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; Problems; Rural Areas; *Rural Schools; School Community Relationship; Teacher Centers; Teacher Certification; *Teacher Education Programs; *Teacher Educators; Teacher Role; Teaching Load

A review of the literature on teacher preparation and inservice programs in rural areas encompasses dilemmas facing rural education, what colleges and universities can do, and implications for colleges and universities. Part 1 describes dilemmas facing rural educators, not only in terms of class load, multiple preparations, extracurricular duties, etc., but also in terms of isolation and community problems such as cliques, gossip, and small town talk. Part 2 shows how colleges and universities can provide needed interventions for rural schools by assessing rural needs, providing special training programs for rural educators, bringing visibility of universities to rural communities, responding to rural needs, creating off-campus centers to more effectively meet teacher training needs, and building curriculum expertise. "Implications for Higher Education," part 3, discusses expansion of the role of colleges and universities to include off-site training opportunities for preservice and inservice, a shift in the role of the professors to "resource people for long term staff development programs," creation of effective rural educator intervention models, and playing a more aggressive role in preparing teachers and administrators for rural areas. The conclusion stresses the need for colleges and universities to work directly with and in rural communities and maintain ongoing relationships with rural educators. (AH)

Beaulieu, Lionel J.
Assessments of Community Attributes: The Influence of Size of Place and Ecological Milieu.
Pub Date Sep 82
Note-24p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, CA, September 1-4, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age; *Community Characteristics; Community Satisfaction; Community Services; Cultural Activities; Differences; Economic Development; Educational Attainment; Family Income; Geographic Location; Health Services; Housing; *Individual Characteristics; Participant Satisfaction; *Place of Residence; *Proximity; Public Schools; *Quality of Life; Recreation; Research Methodology; *Rural Population; School Size; Sex; Social Environment; State Surveys
Identifiers-*Florida

A 1978 statewide survey of Florida's licensed drivers 18 years or older was used to ascertain: (1) if significant differences in assessment of 23 community attributes exist by size of place and ecological milieu (community location relative to a metropolitan core county) and (2) if these differences persist when personal characteristics of residents (age, income, race, sex, education) were introduced as controls. Communities were classified by three locational groupings and differentiated by size. The study was limited to 3,564 persons residing in places of under 50,000 people. Findings associated with the 23 community attributes were presented by 7 broad topical areas: public facilities and services, health, housing, social/environmental concerns, recreation and cultural opportunities, economic development, and government-citizen relations. Although some modifications were apparent, the statistically significant relationships for [illegible] assessment were generally the same when personal characteristics were used as a control. Additionally, findings demonstrate continued use of a single residency classification for carrying out research on subjective assessments of quality of life attributes is inadequate. Size of place and ecological milieu should be considered simultaneously given that both account for a significant amount of the variation in residents' appraisals of adequacy of local attributes, even when important characteristics of residents are controlled. (AH)

ED222314 RC013631

Energy Resource Development: Implications for Women and Minorities in the Intermountain West.

Commission on Civil Rights, Washington, D.C.

Pub Date 79

Note-227p.; A selection of papers presented at a meeting sponsored by the Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming State Advisory Committees to the U.S. Commission on Civil Rights (Denver, CO, November 2-3, 1978).

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*American Indian Reservations; American Indians; Blacks; Economic Factors; Employment Opportunities; Employment Practices; *Equal Opportunities (Jobs); *Females; Fuels; Human Services; Mexican Americans; *Minority Groups; Natural Resources; Problems; Rural Population; *Social Influences; Water

Identifiers-*Boomtowns; Colorado; *Energy Development; Montana; North Dakota; South Dakota; Utah; Wyoming

A selection of papers presented at a consultation sponsored by the Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming Advisory Committees to the U.S. Commission on Civil Rights address the inequities of benefits received by women and minorities from resource development activities in the Intermountain West. The introduction discusses the impact of resource development on women and minorities. The next section, on boomtowns, contains five papers addressing women and minorities, human services, and social/psychological problems inherent in communities experiencing rapid growth. Section 3 provides three papers dealing with the economic position of women and their employment opportunities in energy development, women working with energy, and effects of energy development on rural women. The fourth section includes seven papers detailing energy development and the disadvantages, i.e., the effects on Blacks, Hispanics, women, and other disadvantaged. Section 5 provides four papers covering Indian reservation resources, such as coal and water, and conservation practices. Three papers on economic opportunities for Indians and other minorities in energy-related businesses conclude the document. (AH)

ED222315 RC013632

Facilitator's Role in Collaborative Rural Development: The North Carolina Rural Employment Laboratory. Final Report.

MDC, Inc., Chapel Hill, N.C.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date Nov 81
Contract No-99-0-794-42-13
Note-309p.
Available from-MDC Inc., 1717 Legion Road, P.O.Box 2226, Chapel Hill, NC 27514 ($10)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Agency Role; Community Involvement; *Community Programs; *Cooperative Programs; *Economic Development; Program Descriptions; Program Effectiveness; Rural Areas; *Rural Development; Rural Economics; State Federal Aid; *State Programs
Identifiers-California; Facilitators; Kentucky; Maine; Massachusetts; North Carolina; Oklahoma; *Small Businesses; Vermont

The Facilitator's Role in Collaborative Rural Development Project began in 1979 as a study of 12 rural development efforts which comprised the North Carolina Rural Employment Laboratory and was expanded in 1980-81 to include rural development in 6 other states (California, Kentucky, Maine, Massachusetts, Oklahoma, and Vermont). A wide range of state and local efforts were examined, i.e., small business assistance programs, innovative developmental finance institutions, industrial parks built by local development corporations, state programs that provide technical assistance to local development, and many others. The projects presented offer a diverse and representative sample of locally initiated economic development efforts currently under way in smaller cities and rural areas. Chapter 1 of the report presents the study's overall approach to economic development in smaller cities and rural areas. Chapter 2 analyzes the three local economic development strategies that were identified through the field work and discusses characteristics of local organizations that have initiated these strategies. Chapter 3 covers state support for local economic development. The second part of the report includes detailed case studies on each of the seven states, followed by a summary of the North Carolina Rural Employment Laboratory and a bibliography. (AH)

ED222316 RC013633

Atta-Safoh, Alex

Education for Copeability: Perspective on Developing Countries.

Pub Date 82

Note-43p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Strategies; Cognitive Development; Comparative Analysis; Developed Nations; *Developing Nations; *Educational Change; *Educational Development; Educational Innovation; *Educational Philosophy; Foreign Countries; *Progressive Education; Rural Education

Identifiers-Barefoot Doctors; Brazil; China; Russia; Soviet Education; United States

Stressing the application of progressive thought as a possible innovation toward development in developing countries, the paper discusses three major educational philosophies: romanticism, cultural transmission, and progressivisim (emphasizing the cognitive-developmental theory). Educational innovation and strategies for reform in the Soviet Union and the United States are discussed, along with differences between Soviet and Western education. Two stages in determining whether a country is ready for reform are addressed: Phase 1--Awareness and Transition--is characterized by a demand for knowledgeable manpower, supply of skilled manpower, design for increased equity, and resources for transition and Phase 2--Return to Learning--is characterized by a technological and legal change, information for innovation, and motivation for reform. The paper focuses on the political economy of education for development, examines the failure of the present system, and provides examples of victims of the failure and the effort being made to alleviate the situation, e.g., China's barefoot doctors and the problem-posing method used in Brazil's national literacy program. The paper concludes that failure of systems to respond to the needs of developing nations is accentuated by the fact that educational institutions in these nations have been borrowed from developed countries without any acquisition of an indigenous character as mentioned in a December 1974 working paper by the World Bank Education Department. (NQA)

ED222317 RC013634

DeGraw, Richard G.; Magel, Donald G.

The Vocal Minority Rural Organizing Model.

Pub Date 81
Note-19p.; Paper presented at the Annual Rural Social Work Conference (Penn Center, SC, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies; Community Action; Delivery Systems; *Group Dynamics; *Models; Motivation Techniques; *Political Power; Power Structure; *Rural Population; *Social Work

Rural communities have traditionally been overshadowed by urban centers, thus losing the political clout necessary for adequate rural social service program development/delivery. Social service delivery in rural areas is complicated by lack of power and organization and represents a complex interplay among values, beliefs, social organization, patterns of behavior, and patterns of cultural relationships, which, in turn, effect the social service delivery system. Empowerment which takes place at the community level may be used to counteract the overwhelming impact of plans conceived outside the community by persons who know little about rural residents. A vocal minority rural organizing model can lead to empowerment and impact on vertical decisionmaking bodies. The model encompasses a vocal minority who have a popular issue, dangerous or detrimental incident, or a large support group. If these are combined with an understanding of the community characteristics (ethnic/racial dominance, type of power structure, economy, political centralization, and cultural or religious restrictions) and leadership availability, access to power sources, or control of local decisionmaking, then empowerment and impacts on vertical decisionmaking bodies can be accomplished. (AH)

ED222318 RC013635

Rosen, Anita L.

Wife Abuse in Rural Areas: Some Social, Legal, Medical and Service Delivery Issues.

Pub Date 81
Note-11p.; Paper presented at the National Institute on Social Work in Rural Areas (6th, Beaufort County, SC, July 26-29, 1981).
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Battered Women; Community Surveys; Family Characteristics; *Family Problems; Females; *Intervention; *Rural Areas; *Social Services; *Spouses; Stress Variables; Violence
Identifiers-*Illinois (South)

The study examines the issue of wife abuse in a rural area, assesses major service interventions suggested by the literature, and evaluates their practicality in rural areas. The area used for the study was the 10 rural and most southern counties in Southern Illinois, characterized by high unemployment and low per capita income. A questionnaire was administered via one-on-one interviews of 14 women (new residents of the only women's shelter in the area who identified themselves as abused and in need of help). Additionally, personal interviews were conducted with 21 service providers who might work with abused wives not served by the shelter. Results indicated that the abused women surveyed were generally similar to those in urban studies, except that rural husbands were in a higher tax bracket and had more education and that rural wives were older (averaged 36+ years). Other characteristics included: 58% were Protestant; alcohol played a part in 64% of incidences; 93% of the abusers were abused as children; and 43% of children in the households were abused, too. Service providers surveyed indicated: more federal rural health clinic physicians than family physicians attempted referral; law officers and judges were lacking in knowledge concerning domestic violence; and few women openly sought help. (AH)

ED222319 RC013636

Swift, Doug

Declining Enrollment and the "Very Small" School District.

Pub Date 12 Nov 82

Note-18p.; Paper presented at the Annual Meeting of the Rocky Mountain Eductional Research Association (Albuquerque, NM, November 12, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Action; Community Resources; Cooperation; *Curriculum Problems; Declining Enrollment; Elementary Secondary Education; Expenditure Per Student; Rural Schools; *School Districts; *Small Schools; Staff Development; State Agencies; *Teacher Certification; *Teacher Housing; *Teacher Salaries

Identifiers-Multiple Endorsements; Necessary and Remote Schools; *New Mexico; *School District Size

New Mexico's 19 "very small" school districts (fewer than 300 average daily membership K-12 in 1981-82) were studied to identify major problems (including program deficiencies and actions being taken to alleviate those problems), to determine appropriate additional measures which might be helpful in resolving the problems, and to ascertain whether adjustments in the funding formula would substantially alleviate any of the problems. Although very small districts are largely ignored in the literature, the 19 very small districts represent 21% of New Mexico's school districts. Data were obtained from a questionnaire sent to the superintendents, from a meeting of representatives from 10 of the smallest districts, and from information from the public school finance division and the state department of education. The four primary concerns of the school districts were: certification, multiple endorsement, and staff development; adequate instructional programs and student services; salary comparability; and housing and community resources. There are some things that can be done (some examples are given) within individual districts, among districts, and in conjunction with nearby postsecondary schools to alleviate many of the problems. The encouragement and leadership of state regulatory and funding agencies, the Legislature, and state professional organizations are also needed. (BRR)

ED222320 SE034859

Westerback, Mary E.

The Use of the State-Trait Anxiety Inventory in Science Education.

Pub Date Apr 81

Note-8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Ellenville, NY, April 5-8, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety; Elementary Education; *Elementary School Science; Elementary School Teachers; Higher Education; *Measures (Individuals); *Preservice Teacher Education; Science Education; *Science Instruction; Teacher Attitudes; Teacher Characteristics

Identifiers-Science Education Research; *State Trait Anxiety Inventory

The A-State form of the State-Trait Anxiety Inventory (STAI) is used to assess transitory emotional states provoked by an individual's perceptions of a specific situation as personally threatening. These experiences produce emotional reactions which characteristically involve STAI was found to be a reliable and easy-to-administer instrument for measuring preservice elementary teachers' anxiety about teaching science. measuring preservice elementary teachers anxiety about teaching science. The instrument has been used to examine: (1) effect of a sequence of science content courses; (2) the relationship with attitude toward teaching science (as measured by the Modified Bratt Attitude Test); (3) effects of various teachers; (4) effects of staffing patterns; (5) relationship among various demographic variables; and (6) the longitudinal effects of subsequent academic experiences. Results indicate that the instrument can measure changes in anxiety about science teaching in specific situations and that it is possible to identify subjects (N=544) who are extremely anxious about teaching science by comparing A-State (transitory) with A-Trait (relatively stable individual differences in anxiety proneness) scores. (Author/JN)

ED222321 SE036341

Coxford, Arthur; And Others

Uses of the Calculator in School Mathematics, K-12. Guidelines for Quality Mathematics Teaching, Monograph No. 12.

Michigan Council of Teachers of Mathematics.
Pub Date Mar 77
Note-58p.; Contains occasional light and broken type.
Available from-Michigan Council of Teachers of Mathematics, Box 16124, Lansing, MI 48902 ($1.50).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Calculators; Educational Technology; Elementary Secondary Education; *Enrichment Activities; Instructional Materials; *Learning Activities; *Mathematical Enrichment; *Mathematics Education; *Mathematics Instruction; Problem Solving; Teaching Methods

This document consists of two major parts. The first, titled Initial Comments, discusses the motivation for creating this material, provides a list of minimal characteristics in calculators for various educational levels, notes a number of basic assumptions on calculator use, and discusses curriculum concerns regarding effects of calculators. The second part of this document details suggested uses of calculators for (1) kindergarten through grade 3; (2) grades 4 through 8; and (3) grades 9 through 12. The material concludes with a bibliography of references on calculators in pre-college education. (MP)

ED222322 SE036342

Implications for Mathematics Education in Michigan for the 1980's. Report of the MCTM/NACOME Study Group, November 1976.

Michigan Council of Teachers of Mathematics.; National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date Nov 76

Note-56p.; For related document, see ED 115 512.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Curriculum Development; Educational Change; Elementary Secondary Education; *Evaluation; Evaluation Methods; Inservice Teacher Education; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Preservice Teacher Education; *Teacher Education

Identifiers-*Michigan

This document, a report to the Michigan Council of Teachers of Mathematics (MCTM), contains the viewpoints and recommendations of a study group set up to determine the reactions to and implications of the Conference Board of the Mathematical Sciences National Advisory Committee of Mathematical Education (NACOME) publication, "Overview and Analysis of School Mathematics, Grades K-12." The areas of curriculum, instruction, teacher training, and evaluation were addressed. The study group directs most of the recommendations to MCTM or the Michigan Department of Education for action. The view expressed is that dissemination of these recommendations is a necessary first step in implementing selected ideas from the NACOME study. (MP)

ED222323 SE037045

Niedermeyer, F.; Roberson, E.

Introducing The Captain Power and The Power Quiz. Energy Education Programs.

Pub Date Jul 79
Note-66p.
Available from-Fred C. Niedermeyer, Energex, P. O. Box 7000-136, Palos Verdes Pennisula, CA 90274.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Conservation Education; Depleted Resources; Electricity; Elementary Education; Elementary School Science; Energy; *Energy Conservation; *Environmental Education; Field Tests; Grade 2; Grade 5; Natural Resources; Pamphlets; *Program Descriptions; Program Evaluation; Science Education
Identifiers-*Energy Education

Two energy education programs are described in this informational brochure. Both "Captain Power" for second graders and "Power Quiz" for fifth graders are designed to teach energy concepts and to help students develop and use conservation skills. Program outcomes focus on energy concepts, types of energy, energy costs, energy needs, and conservation. Program materials for each include teacher's guide, filmstrip(s) and tape(s), picture cards, record sheet, and multiple copies of pupil and parent materials (exercises, pre- and post-tests, leaflets, badges). In addition, the second grade program has two posters and two sets of three hand puppets. Illustrations depict samples of materials including procedures in the teacher's guide, pre-test, parent materials and take-home exercises, filmstrips, lessons and exercises, post-test, and program record sheet. A separate document contains results of tryouts and field tests including scores on pre- and post-tests, teacher reactions, information from record sheets, pupil reactions, parent reactions, and home energy audits. The May 1979 issue of the "Elementary School Journal" contained an article entitled "Captain Power and Power Quiz: Two New Energy Education Programs," referencing this field test data document. (DC)

ED222324 SE038265

David, E. E., Jr.

The University-Academic Connection in Research: Corporate Purposes and Social Responsibilities.

Pub Date 21 Apr 82

Note-19p.; Presentation to the New York City Bar Association (New York, NY, April 21, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Science; *Financial Support; Higher Education; *Industry; Lawyers; *Research; *School Business Relationship; Science Education; *Sciences; Social Responsibility

An increase in industry-supported academic research is economically and socially desirable. This refers not to industrial philanthropy but to research consistent with a commercial "mission." This increased coupling is advocated because there is fine science and technique created in academia which is not effectively coupled to the nation's commercial innovation system. There is much to be gained for both academia and industry by increasing the coupling. However, establishing links between industry and academia is often fraught with suspicion and ignorance of the other's ways. Into this situation steps the lawyer. He or she can and should play a key role in balancing conflicting interests by detailing risks, assessing their importance against the possible benefits, and by helping clients recognize that different solutions are appropriate to different institutions, different stages of research, and different businesses. Using the preceding as a theme, industrial objectives in funding university research are discussed, comparisons of specific agreements are made, and comments on desirable directions for industry support of university research are provided. (Author/JN)

ED222325 SE038285

Journey, Drexel D.

Energy Literacy: A Challenging Role for the Educator in the Coal and Nuclear Resource Selection Process.

Pub Date 13 May 82

Note-81p.; Paper presented at the "Program for Utility Management, and Development" Course (Princeton, NJ, May 1982) sponsored by Stone & Webster, Management Consultants, Inc.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Coal; Costs; *Electricity; Elementary Secondary Education; Energy; Environmental Education; Federal Legislation; *Federal Regulation; Government Role, Higher Education; Industry; *Nuclear Energy; *Power Technology; *Utilities

Identifiers-*Energy Education

There is a pressing need for the involvement of the educational community in electrical energy matters. The case for that involvement is persuasive as evidenced by examples of energy illiteracy in the mass communication media. Intellectual wastelands breed governmental indecision and foster conditions in which the entrepreneurial sector cannot plan optimum electric energy projects because of the lack of requisite public consensus. The issue is no longer an argument for or against public involvement in energy matters. Rather, the issue is how to involve an enlightened public in an orderly way in the governmental and entrepreneurial sectors. Utility accountants, bankers, economists, engineers, lawyers, and regulators will serve the interests of the electric industry by challenging the educator to eliminate energy illiteracy. The following topics are discussed to help meet this challenge: present and future perspectives of the electric industry, capital costs, facility costs, the regulatory process, nuclear energy, coal energy, and institutional changes. The National Nuclear Waste Policy Act of 1982 (from the Senate Congressional Record) and selections from court cases are provided in appendices. (Author/JN)

ED222326 SE039181

Schildkamp-Kundiger, Erika, Ed.

An International Review of Gender and Mathematics.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Mar 82

Contract No-400-78-0004

Note-135p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Academic Achievement; Educational Research; Elementary Secondary Education; *Females; Foreign Countries; Higher Education; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Performance Factors; Personality Traits; *Sex Differences; *Sex Role; Student Attitudes; Student Characteristics

Identifiers-*Mathematics Education Research; Second International Mathematics Study

Because mathematics and gender(sex) is a research area of increasing international interest, a worldwide survey about research concerned with special problems of girls and women when learning mathematics was conducted. Reports included in this document were submitted from Australia, Canada, Dominican Republic, England and Wales, India, Ireland, Israel, New Zealand, and the United States. Points considered in the reports include the general interest in the topic in each country, research concerns (variables other than sex examined, theoretical frameworks of the research, activities resulting from the research such as programs to increase females' achievement/interest), discussions/developments on the topic, and situations unique to each country. Highlighting information received, it appears that: (1) in most countries the topic is not a central subject of empirical research, although there are some indications that as interest arises, its importance is recognized and leads to research; (2) the United States, followed by England/Wales, is far ahead of other countries in research on mathematics and gender; and (3) that different research strategies are used to understand sex-related achievement differences as explained by sex role perceptions, personality traits, and differentiated interaction processes. References, including articles and documents published in countries participating in the survey, are included. These include background papers, research reports, project information, and teaching suggestions. (Author/JN)

ED222327 SE039182

Ferbert, Mary Lou

Nature in the City. Adventure Guide.

Cleveland Museum of Natural History, OH.

Pub Date 79

Note-81p.

Available from-Cleveland Museum of Natural History, Wade Oval, University Circle, Cleveland OH 44106 ($10.00).

Document Not Available from EDRS.

Descriptors-*Animals; Biological Sciences; Botany; Elementary Education; *Elementary School Science; *Environmental Education; *Interdisciplinary Approach; *Outdoor Activities; Outdoor Education; Science Education; Teaching Methods; *Urban Areas; Vocabulary Development; Wildlife

"Nature in the City" is a program designed to introduce young city dwellers to the wealth of nature that thrives in their urban world. The goal is not to produce botanists or zoologists, but to build attitudes and values as children increase their awareness, understanding, and appreciation of nature. Although the natural communities within cities have been drastically altered and reduced by man's activities, a "vacant" lot contains essentially the same lessons as a pristine wilderness area. The "Adventure Guide" is a series of activities, many of them game-oriented, designed to heighten awareness of the natural world. Although written with third- to fifth-graders in mind, it can be easily adapted to any age group. The 17 activity units ("Adventures") may be carried out on any uncared-for spot of land within walking distance of a school. Specific instructional objectives for each Adventure are listed as "Missions" at the beginning of each unit. Unlisted, however, are the interdisciplinary goals that appear in almost every Adventure (for example, vocabulary development). Included at the end of the guide is a crossword puzzle, vocabulary games, and laminated Nature-in-the-City cards with facts and questions about mammals, birds, invertebrates, and plants in a location during each of the four seasons. (Author/JN)

ED222328 SE039133

Stevens, Phyllis W.

Computer Programs to Reduce Math Anxiety.

Pub Date May 82

Note-10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Mathematics; *Computer Programs; Computers; Educational Research; Educational Technology; Higher Education; *Mathematics Anxiety; Mathematics Instruction; Psychology; *Statistics; *Undergraduate Study

Identifiers-*Mathematics Education Research

Twenty-four computer programs were developed to supplement a course in statistics required of psychology majors. Thirteen are tutorial in nature. The rest provide the user with sample measures and demonstrate solution of a statistical problem (e.g., finding the product-moment correlation). Part of a CAUSE project to increase science literacy and reduce mathematics anxiety, the programs' effectiveness were evaluated in an elaborate testing program. Results showed that, as in the case of other science programs developed, using the statistics programs was not followed by a decrease in anxiety, hostility, or depression. An increase in those variables correlated very highly with increased proficiency in statistics. It was concluded that the supplemental programs enhanced students' coping skills which enabled them to turn negative emotions into constructive motivation. (Author)

ED222329 SE039188

Hounshell, Peter B.; Hampton, Carolyn
Marine Education Knowledge Inventory.
Pub Date [82]
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Animals; Earth Science; Ecology; *Elementary School Science; Elementary Secondary Education; Environmental Education; *Marine Biology; Middle Schools; *Navigation; *Oceanography; Science Education; *Science Tests; Secondary School Science; Test Construction
Identifiers-*Marine Education

This 35-item, multiple-choice Marine Education Knowledge Inventory was developed for use in upper elementary/middle schools to measure a student's knowledge of marine science. Content of test items is drawn from oceanography, ecology, earth science, navigation, and the biological sciences (focusing on marine animals). Steps in the construction of the inventory (KR-20 of 0.70) are also provided. (Author/JN)

ED222330 SE039189

Hounshell, Peter B.

Seafarers Knowledge Inventory.

Pub Date [82]

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Boat Operators; High Schools; *Navigation; *Oceanography; Safety; Science Education; *Science Tests; *Seafarers; Secondary School Science; Test Construction; *Weather

Identifiers-*Boats; *Marine Education

This 60-item, multiple-choice Seafarers Knowledge Inventory was developed for use in marine vocational classes (grades 9-12) to measure a student's knowledge of information that "seafarers" should know. Items measure knowledge of various aspects of boating operation, weather, safety, winds, and oceanography. Steps in the construction of the inventory (KR-20 of 0.86) are also provided. (Author/JN)

ED222331 SE039190

Hounshell, Peter B.; Hampton, Carolyn
Marine Attitude Survey
Pub Date [82]
Note-7p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Measures; *Elementary School Science; Elementary Secondary Education; *Environmental Education; *Marine Biology; Middle Schools; *Oceanography; Science Education; Secondary School Science; Test Construction
Identifiers-*Marine Education

This 22-item Marine Attitude Survey was developed for use in elementary/middle schools to measure students' attitudes about various aspects of marine science. Students are asked if they agree, are not sure, or disagree with such items as: (1) the seashore is a fun place to visit; (2) if all sharks were killed, the world would be a better place; (3) studying the sea is of no use to anyone who is going to be a nurse; (4) learning about the ocean is only important in science lessons; and (5) I like to be near the coast. Steps in the construction of the inventory (KR-20 of 0.75) are also provided. (Author/JN)

ED222332 SE039198

Saxon, John H., Jr.

Algebra I: An Incremental Development.

Report No-ISBN-0-939798-01-8
RobeD45epSepP8blished by Grassdale Publishers, Inc., Norman, OK.
Available from-Thompson's Book Depository, 39 NE 24th St., Oklahoma City, OK 73105 (Teachers, schools, and retail outlets $13.00, All others $16.63, postage included in both prices).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Algebra; *Basic Skills; *Drills (Practice); Instruction; Instructional Materials; Learning Theories; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; Textbooks

Algebra is a skill, according to this author, and as such, is best learned through repeated practice over an extended period of time. Unlike texts which treat a topic in some detail before moving to the next, Saxon's 126 lessons break a concept down into small units so that each may be practiced thoroughly before the next part of the same concept is introduced. When all these smaller units have been presented, the topic is not "finished" but is constantly reviewed. Thus, in a given problem set, the student can expect to find exercises covering not only the present lesson, but any previous material as well. "If you find that a particular problem is troublesome, get help at once," warns the author in a note to the student, "because the problem won't go away. It will appear again and again in future problem sets." In his preface, the author refers to a research experiment monitored and certified by the Oklahoma Federation of Teachers which was designed to test the effectiveness of this text. It was found that students using this book more than doubled the scores of students having the same teacher but using a standard book. On selected topics, the Algebra I students using Saxon's text more than tripled the scores of Algebra II students not using it. (MM)

ED222333 SE039199

Mitchelmore, M. C.
Predicting Performance in Jamaican Teachers' Colleges. Final Report of the Teachers' Validity Study.
University of the West Indies, Mona (Jamica).
Pub Date Sep 82
Note-53p.; Document may not reproduce well, due to marginal legibility.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement; Achievement; *Educational Research; Evaluation; Higher Education; Performance; Prediction; *Predictive Measurement; *Predictive Validity; Predictor Variables; *Teacher Education; Testing; *Undergraduate Students; Undergraduate Study
Identifiers-*Jamaica

This study investigated the relation between the entering characteristics of the 1,210 students who entered the 7 residential teachers' colleges in Jamaica in September 1976 and their subsequent performance in college. There were 41 predictor variables (encompassing biographical data, previous education and work experience, and general and specific performance in public examinations) and 33 criterion variables (specific and average grades in compulsory and optional examination subjects, teaching practice, internship and individual study). The data were analyzed in a series of multiple linear regression analyses in which poor predictors were successively eliminated. It was found that the examination average grade could be most efficiently predicted using a student's number of O-level passes and the scores on either the English and Mathematics or the Learning Potential entrance examination, giving a multiple correlation of about 0.50 in all courses. Performance on English and Mathematics was best predicted using the corresponding entrance examination score, but performance on other college examinations and on teaching could not be reliably predicted using the data collected. Based on these results, several recommendations are made concerning the selection of students for the new Diploma course introduced in September 1981 and its preliminary year. (Author)

ED222334 SE039200

Buckley, Patricia A.; Ribordy, Sheila C.

Mathematics Anxiety and the Effects of Evaluative Instructions on Math Performance.

Pub Date May 82

Note-13p.; Paper presented at the Midwestern Psychological Association (Minneapolis, MN, May 6-8, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Mathematics; Educational Research; Higher Education; *Mathematics Anxiety; *Mathematics Education; *Sex Differences; *Test Anxiety; Testing; Undergraduate Students

Identifiers-*Mathematics Education Research

This study was designed to investigate mathematics performance as a function of anxiety, with examination for a relationship between mathematics and test anxiety and any sex differences on mathematics anxiety. The effects of evaluative stress on high and low mathematically anxious subjects was examined, and preliminary effort was made to investigate possible relationships between anxiety and sex-typed versus androgynous sex-role identification. A total of 20 male and 20 female subjects were selected from a pool of 101 undergraduates pretested on the Mathematics Anxiety Rating Scale (MARS) and the Bem Sex-Role Inventory (BEM). The data generated seemed to corroborate many previous research findings regarding mathematics anxiety and offer new implications with respect to its distinctiveness. Among the results, it is noted that sex-role typing did not emerge as a significant contributing variable to the prevalence or distribution of anxiety. Results also suggested that mathematics anxiety differs from test anxiety in its being less affected by evaluative and/or reassuring instructions. Implications for treatment suggested by the analysis are presented. (MP)

Towards a Better Science Education. Asian Programme of Educational Innovation for Development (APEID).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date 82

Note-88p.; Report of a study group meeting on Science Curriculum and Instructional Materials Development (Bangkok, November 10-18, 1981).

Available from-UNESCO Regional Office for Education in Asia and the Pacific, G.P.O. Box 1425, Bangkok, Thailand.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biological Sciences; Competence; Creativity; *Curriculum Development; Curriculum Evaluation; Elementary School Science; Elementary Secondary Education; Foreign Countries; Organizational Objectives; Physical Sciences; *Science Curriculum; *Science Education; *Science Instruction; *Science Programs; *Secondary School Science; Teacher Education; Technical Education

Identifiers-*Asia; Asian Programme of Educ Innovation for Development

The Asian Programme of Educational Innovation for Development (APEID) sponsored a meeting to: (1) critically examine the outcomes of past activities pertaining to science education and relate them to countries' on-going and projected activities; (2) analyze various new thrusts emerging in the Asian region in the field of secondary science education programs, particularly for developing competence and creativity; and (3) to examine the proposed work plan for the third cycle of APEID and suggest emphases for various activities, both at the regional and national levels. These areas are summarized in chapters 1-3 of this publication. Individual papers presented are highlighted/summarized in an appendix. Topics and issues discussed include: innovations and new thrusts in science education; role of practical experiences and laboratory experiments in developing competency and creativity in science students; evaluation of secondary science education in Indonesia; science education in Japan; linking science curriculum to the rural environment; science education for the year 2000, focusing on biological/physical sciences, curriculum development, teacher education, and others; designing and developing science curricula for new technological demands (Korea); Field Studies Centre Program in Sri Lanka; competency-based science teacher education in Thailand; and future strategies for science curriculum development for developing competence and creativity. (Author/JN)

ED222336 SE039218

Reflections on Writing in Science. Scientific Insight. Laboratory Report.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date 81

Note-33p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Continuing Education; Elementary School Science; Elementary Secondary Education; *Laboratory Manuals; Process Education; Science Education; *Science Instruction; *Secondary School Science; *Teaching Methods; Writing Evaluation; *Writing Processes

Identifiers-New York

This document is designed to help integrate the skills of composing (writing) with the procedures and perspectives of New York elementary, secondary, and continuing science education programs. Sections are devoted to the composing process and its relationship to a science laboratory model, to techniques for evaluating writing, and to the spectrum of laboratory activities. Following a message to secondary school principals on the role of the laboratory in general and in fostering writing in particular, section 1 discusses the writing process (prewriting, writing, revising), a four-stage laboratory model (planning, performance, analysis/interpretation, and application), and integrating the laboratory activity model with the composing process. Section 2 presents teacher, peer, and self evaluation techniques, including a checklist to aid in the latter evaluation. Section 3 discusses different laboratory activities, commenting on manipulative experiences, information seeking, and making provisions for structure. The last section provides guidelines (including a checklist) for selecting laboratory manuals. (Author/JN)

ED222337 SE039382

Canipe, Stephen L.

Industry in the Science Classroom: A Utility Perspective.

Pub Date Mar 82
Note-13p.; Presentation made to a group of North Carolina Teachers at a State-Wide Meeting on Energy Education (Raleigh, NC, March 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Elementary School Science; Elementary Secondary Education; *Energy; *Industry; Instructional Materials; Program Descriptions; *School Business Relationship; Science Education; *Secondary School Science; *Utilities
Identifiers-Duke Power Company NC; *Energy Education

The problem of energy supply is a multifaceted problem. If a solution is to be found, there will probably be a multifaceted answer. The science classroom perhaps provides the best forum for the open exchange of ideas among potential solvers of the problem. The solution cannot be attacked from solely a technological or science base; the social and political aspects must also come into play, as the solution is bound to have a major foundation in the social sciences as well as the natural sciences. This synergy of results in the classroom should therefore be as up-to-date and as varied as possible, given the locale of the school. Hopefully, the utility company can help to make the teacher more aware of the points of synergy so that the learning process can maximize them. Several reasons why businesses (especially the electric utility industry) should be involved in the educational process are discussed, focusing on methods used by the Duke Power Company. These methods include teacher training, providing a part of the company's Educational Services Program, free loan film services to teachers, and the preparation and distribution of classroom materials. (Author/JN)

ED222338 SE039383

Critical Reviews in Mathematics Education. Materialien und Studien, Band 9.

Bielefeld Univ. (West Germany). Inst. for Didactics in Mathematics.

Pub Date 79

Note-139p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Educational Research; Elementary Secondary Education; Fractions; Geometric Concepts; Geometry; Instruction; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; *Teaching Methods

Identifiers-*Mathematics Education Research

Four papers are presented which view research in mathematics education from different perspectives. The titles are: (1) Review of Recent Research Related to the Concepts of Fractions and of Ratio; (2) Some Trends in Research and the Acquisition and Use of Space and Geometry Concepts; (3) A Portrayal of Traditional Teachers of Mathematics in American Schools; and (4) Hidden Dimensions in the So-Called Reality of a Mathematics Classroom. The first three are related to invited presentations at the second meeting of the International Group for Psychology and Mathematics Education (IGPME) in Osnabruck in September 1978. The fourth was developed as an invited address at the annual meeting of the Special Interest Group for Research in Mathematics Education (SIG/RME), which was run as a pre-session to the National Council of Teachers of Mathematics (NCTM) conference in Boston in April 1979. (MP)

ED222339 SE039384

Coburn, Terrence G.; And Others

Calculators in Elementary School Mathematics (CESM). Teacher Resource Packet.

Purdue Univ., Lafayette, Ind. Dept. of Mathematics.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date [82]
Grant-SED-77-18077
Note-82p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Calculators; Elementary Education; *Elementary School Mathematics; Guidelines; *Instructional Materials; *Mathematics Instruction; Teacher Workshops; Teaching Methods

It is noted that calculator usage is increasing and that little information was found on the effect of calculators on learning mathematics in elementary school. The activities described and included are intended to be examples of ways in which calculators may be used with existing curriculum materials. It is assumed that each teacher would select, modify, and develop activities with the best interest of children and the goals of the existing instructional program in mind. The document has been prepared to: (1) stimulate the use of calculators in the elementary grades; (2) provide teachers with "starter" ideas, and (3) provide suggestions for dealing with concepts that arise in the course of instruction with calculators. Samples of survey instruments designed to assess student opinions are provided. All examples of worksheets and student activities are noted according to the skill or area they are designed to promote. Brief guidelines for using calculators and notes on classroom management and calculator use are also included. (MP)

School Mathematics Study Group, Unit Number One. Chapter 1 - Structuring Space. Chapter 2 - Functions.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 68
Note-106p.; Document contains some light and broken type. For related documents, see ED 173 092-097.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Functions (Mathematics); *Geometric Concepts; Geometry; High Schools; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Secondary School Mathematics; *Textbooks
Identifiers-*School Mathematics Study Group

This is the first unit of a 15-unit School Mathematics Study Group (SMSG) mathematics text for high school students. Topics presented in the first chapter (Structuring Space) include: lines and points; planes; intersections; intersections of lines and planes; betweenness and segments; separation; angles; locating positions and points; coordinates; coordinates in the plane; and graphs in the plane. Topics presented in the second chapter (Functions) include car travel; falling objects; examples of functions; ways of representing functions; discovering the usefulness of graphs; the identify functions; and new kinds of functions. (JN)

ED222341 SE039388

School Mathematics Study Group, Unit Number Two. Chapter 3 - Informal Algorithms and Flow Charts. Chapter 4 - Applications and Mathematics Models.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date 68

Note-81p.; Document contains some light and broken type. For related documents, see ED 173 092-097.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Algorithms; *Flow Charts; High Schools; *Mathematical Applications; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Secondary School Mathematics; *Textbooks

Identifiers-*School Mathematics Study Group

This is the second unit of a 15-unit School Mathematics Study Group (SMSG) mathematics text for high school students. Topics presented in the first chapter (Informal Algorithms and Flow Charts) include: changing a flat tire; algorithms, flow charts, and computers; assignment and variables; input and output; using a variable as a counter; decisions and branching; and flow charting the division algorithm. Topics presented in the second chapter (Applications and Mathematical Models) include: situations leading to geometric models; packing marbles (mathematical modeling exercise); and illustrations of mathematical models. (JN)

ED222342 SE039389

Whitaker, Donald Ray

A Study of the Relationships between Selected Noncognitive Factors and the Problem Solving Performance of Fourth-Grade Children. Parts 1 and 2.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-WRDCCL-TR-396

Pub Date Sep 76

Contract No-NE-C-00-3-0065

Note-357p.; Report from the Project on Conditions of School Learning and Instructional Strategies. Document contains some marginal legibility. Ph.D. Dissertation, University of Wisconsin.

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*Attitudes; Educational Research; Elementary Education; *Elementary School Mathematics; *Grade 4; Instruction; *Instructional Materials; Mathematics Instruction; *Problem Solving; Student Attitudes; Teacher Attitudes; *Textbook Research

Identifiers-*Mathematics Education Research

This study investigated the relationships between the mathematical problem-solving performance of fourth-grade children, their attitudes toward problem solving, their teachers' attitudes, and related sex and program-type differences. Three instruments were used to gather data. Data were gathered for the first part of the study from 30 classes in thirteen southern Wisconsin schools. Half used Developing Mathematical Processes (DMP); the remaining used standard textbooks. Results showed DMP students performed significantly better than non-DMP pupils on the first two parts of the problem-solving instrument, with no significant differences on the third part. Among other results, no significant sex-related differences were found. Data for part one was collected during the fourth month of the 1975-76 school year. Part two was conducted during the seventh month only with the DMP classes, in an attempt to determine direction of effects between teacher attitudes and student attitudes and performance. It is noted that initial teacher attitude seemed to have a greater effect on final student attitude than initial student attitude had on final teacher attitude. (MP)

ED222343 SE039390

Kaye, Daniel B., And Others

What the Study of Mathematical Ability Can Tell Us about Cognition and Its Development.

California Univ., Los Angeles. School of Education.
Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date 24 Aug 82
Note-23p.; Paper presented at the Meeting of the American Psychological Association (90th, August 24, 1982), as part of a symposium.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development; *Cognitive Processes; Educational Research; Elementary Secondary Education; *Mathematics Education; Models; Psychology; *Psychometrics; *Research Methodology
Identifiers-*Mathematics Education Research

Research into mathematical processes and their development is first viewed from the perspective of previous research that was directed towards the reading process. It is felt that the study of mathematics affords the experimental psychologist a well-specified domain of information with which to examine the full range of cognitive processes.

Details are provided regarding the direction and nature of work with cognitive developmental theory. Then, discussion of the psychometric approach to the study of mathematical ability is found to provide a broad picture of distinct intellectual ability complemented by a numerical factor and a mathematical factor. Cognitive research is organized into two major categories, and the current emphasis of recent investigations is noted. The document closes with a presentation of four major conclusions drawn from this review. (MP)

ED222344 SE039393

Blosser, Patricia E., Ed.; Mayer, Victor J., Ed.
Investigations in Science Education. Vol. 8, No. 4.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date 82
Note-83p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 single copy).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement; Cognitive Development; *College Science; Elementary School Science; Elementary Secondary Education; Higher Education; Individualized Instruction; Inquiry; Measures (Individuals); *Preservice Teacher Education; Process Education; Science Education; *Science Instruction; *Secondary School Science; Student Characteristics; Teacher Characteristics; *Teaching Methods
Identifiers-*Science Education Research

Abstractor's analyses of 12 science education research studies focusing on science instruction are presented. These include: (1) use of Learning Environment Inventory in junior high school classrooms organized for individualized instruction; (2) microteaching and strategy analysis as used in a science methods course; (3) comparison of two different teaching methods in a college physics course for non-science majors; (4) comparison of effects of didactic and inquiry teaching in cooperative and competitive settings; (5) interaction of teaching method, level of student intelligence and sex in problem-solving tasks; (6) comparison of lecture and audio-tutorial instruction on acquisition of science process skills by preservice teachers; (7) modeling as a method for acquiring teaching skills; (8) use of extra credit opportunities by college freshmen enrolled in a large-enrollment biology course; (9) use of filmed experiments as an alternative to study-centered laboratory work in chemistry; (10) development of an instrument for assessing scientific literacy of secondary school students; (11) an instrument for use in distinguishing between relatively concrete and relatively formal levels of logical development; and (12) students' reasoning abilities, achievement in high school chemistry, and misconceptions they held concerning chemical equilibria. Author's responses to abstractor's analyses of the latter three studies are also presented. (Author/JN)

ED222345 SE039394

High Flight. Aerospace Activities, K-12.

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency-Oklahoma Curriculum Improvement Commission, Oklahoma City.

Pub Date 82

Note-204p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Aerospace Education; Art Activities; Elementary Education; Elementary School Mathematics; *Elementary School Science; *Interdisciplinary Approach; Language Arts; *Learning Activities; Physical Sciences; *Science Activities; Science Education; Science History; Space Exploration; *Space Sciences

Identifiers-Oklahoma

Following discussions of Oklahoma aerospace history and the history of flight, interdisciplinary aerospace activities are presented. Each activity includes title, concept fostered, purpose, list of materials needed, and procedure(s). Topics include planets, the solar system, rockets, airplanes, air travel, space exploration, principles of flight, kites, air motion/pressure, satellites, and others. Activities include: (1) completing vocabulary exercises, word searches, crossword puzzles, etc.; (2) performing simple science experiments; and (3) completing various art and mathematics activities related to a given topic. A glossary of key words, list of instructional aids, and evaluation sheet are included in an appendix. (JN)

ED222346 SE039395

Lemke, J. L.

Classroom Communication of Science. Final Report.

City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Apr 82
Grant-SEDR-79-18961
Note-448p.
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-*Classroom Communication; Classroom Observation Techniques; College Science; *Discourse Analysis; Higher Education; *Nonverbal Communication; Questioning Techniques; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Student Behavior; Student Teacher Relationship; Teacher Behavior; Teaching Methods; *Verbal Communication
Identifiers-National Science Foundation; Science Education Research

This project analyzed the regular patterns of social interaction in science classrooms and the verbal and non-verbal strategies by which the science content of lessons is communicated. Based on observation and recording of 60 lessons by 20 teachers in 3 schools and a university, the project identified: (1) the principal science classroom situation types and the rules of behavior by teachers and students in each of them; (2) principal strategies by which the system of scientific meanings being taught is expressed in the classroom dialogue; (3) the rules observed by teacher and students concerning what is a "proper" way to talk science; and (4) the relations between teachers' observing or breaking those rules and the likelihood of students showing attentiveness to the lesson. Results indicate that: (1) students are three to four times as likely to be especially attentive when rules are broken by the teacher as when they are being followed; (2) most of the time the scientific meanings being taught are expressed implicitly, not explicitly in the classroom dialogue; and (3) social beliefs about science and learning artificially limit classroom dialogue in ways which make it more difficult for most students to learn science. (Author/JN)

ED222347 SE039396

Caldwell, William; And Others

The Big E (Energy). 4-H Leader's Guide [for Unit 1].

Nebraska Univ., Lincoln. Cooperative Extension Service.; Nebraska Univ., Lincoln. Inst. of Agriculture and Natural Resources.

Spons Agency-Nebraska State Energy Office, Lincoln.

Report No-EC-13-18-79

Pub Date 79

Note-30p.; For related documents, see SE 039 397-400.

Available from-Cooperative Extension Service, University of Nebraska, Ag. Hall, Rm. 116, Lincoln, NE 68583 ($.36 plus postage).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Climate Control; *Conservation Education; Educational Games; Elementary Education; *Energy; *Energy Conservation; Environmental Education; *Fuels; Heating; Leaders Guides; *Learning Activities; Lighting; Utilities

Identifiers-*4 H Clubs; *Energy Education; Nebraska

This guide is designed for leaders of the Nebraska 4-H Energy Project. The goals of the project are to: (1) help young people understand energy problems related to life styles; (2) use energy resources carefully; (3) guide members in choosing their own energy alternatives; and (4) enjoy together the challenges and creativity of finding energy solutions. Included in the guide are general strategies and information about the project and strategies for unit 1 (aimed at 9-11-year-old members). General strategies/information include hints for successful club meetings (work meetings, demonstrations, field trips, exhibits/fairs, and comments on evaluations and judging); characteristics of and general strategies for club members (9-11 year olds: grades 4-6 and 12-14 year-olds: grades 7-9); and lists of energy-related careers and publications to read for discussion, debate, demonstrations, and self-development. Provided specifically for unit 1 are objectives, background information, and instructional strategies for activities in the unit 1 member's booklet. These activities focus on fossil fuels, making an inventory of energy resources, draft detecting/fixing, energy for lighting, natural gas, testing for air leaks, and preparing and playing an energy game similar to frisbee. Strategies for preparing members for material in units 2 and 3 are also provided. (Author/JN)

ED222348 SE039397

Caldwell, William; And Others

The Big E (Energy). 4-H Leader's Guide for Units 2 & 3.

Nebraska Univ., Lincoln. Cooperative Extension Service.; Nebraska Univ., Lincoln. Inst. of Agriculture and Natural Resources.
Spons Agency-Nebraska State Energy Office, Lincoln.
Report No-EC-13-19-80
Pub Date 80
Note-27p.; For related documents, see SE 039 396-400.
Available from-Cooperative Extension Service, University of Nebraska, Ag. Hall, Rm. 116, Lincoln, NE 68583 ($.36 plus postage).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Careers; *Climate Control; *Conservation Education; Elementary Secondary Education; *Energy; *Energy Conservation; Environmental Education; Fuels; Leaders Guides; *Learning Activities; Utilities
Identifiers-*4 H Clubs; *Energy Education; Nebraska

This leader's guide is designed for units 2 and 3 of the Nebraska 4-H Energy Project. The goals of the project are to: (1) help young people understand energy problems related to life styles; (2) use energy resources carefully; (3) guide members in choosing their own energy alternatives; and (4) to enjoy together the challenges and creativity of finding energy solutions. Goals for units 2 (ages 12-14) and 3 (ages 15-19) include finding ways to reduce utility bills, auditing home energy use for reduced fossil fuel consumption, exploring alternative energy resources (including energy conservation), making energy-wise food choices, monitoring transportation activities, and sharing energy ideas in the community. Included in the guide are instructions for its use, planning pages, and instructional strategies and background information for activities in members' booklets. (Author/JN)

ED222349 SE039398

Caldwell, William; And Others

The Big E (Energy). 4-H Energy Project. 4-H Member's E-Book, Unit 1.

Nebraska Univ., Lincoln. Cooperative Extension Service.; Nebraska Univ., Lincoln. Inst. of Agriculture and Natural Resources.

Spons Agency-Nebraska State Energy Office, Lincoln.

Report No-EC-13-15-79

Pub Date 79

Note-40p.; For related documents, see SE 039 396-400.

Available from-Cooperative Extension Service, University of Nebraska, Ag. Hall, Rm. 116, Lincoln, NE 68583 ($.40 plus postage).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Climate Control; *Conservation Education; Educational Games; Elementary Education; *Energy; *Energy Conservation; Environmental Education; *Fuels; Heating; *Learning Activities; Lighting; Utilities

Identifiers-*4 H Clubs; *Energy Education; Nebraska

This activity and record book is designed for unit 1 (ages 9-11) of the Nebraska 4-H Energy Project. In this project, members are required to: (1) use energy wisely by closing doors and turning off lights; (2) inspecting homes for energy use at least once; (3) judging the best use of lighting in a home; (4) sharing ideas about energy use in a kitchen; (5) giving at least one demonstration on reducing fossil fuel waste; (6) fixing drafts around the home; and (7) making a draft-detector for a county fair. These requirements are accomplished by completing the activities in this booklet. Activities include readings (with questions and activities related to the readings), energy games, conducting home energy inventories, fixing drafts, making a draft detector (from newspapers) to lower home heating costs, and performing simple experiments such as determining how long it takes hot water to boil in a pot with or without a lid. (Author/JN)

ED222350 SE039399

Caldwell, William; And Others

The Big E (Energy). 4-H Member Guide, Unit 2.

Nebraska Univ., Lincoln. Cooperative Extension Service.; Nebraska Univ., Lincoln. Inst. of Agriculture and Natural Resources.

Spons Agency-Nebraska State Energy Office, Lincoln.

Report No-EC-13-16-80

Pub Date 80

Note-40p.; For related documents, see SE 039 396-400.

Available from-Cooperative Extension Service, University of Nebraska, Ag. Hall, Rm. 116, Lincoln, NE 68583 ($.40 plus postage).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Climate Control; *Conservation Education; Electrical Appliances; Elementary Secondary Education; *Energy; *Energy Conservation; Environmental Education; Fuels; *Learning Activities;

Solar Radiation; Utilities
Identifiers-*4 H Clubs; *Energy Education; Nebraska

This activity and record book is designed for unit 2 (ages 12-14) of the Nebraska 4-H Energy Project. Aims, energy attitudes to be developed, and instructions are provided for each activity. Activities include: (1) a word search of energy-related words (with definitions provided); (2) determining fuel waste; (3) reading electric/gas meters and examining electric/gas consumption; (4) analyzing electric appliances; (5) making home comfortable at lower temperatures (insulation); (6) conducting home energy audits; (7) constructing a model solar collector; (8) making a solar water heater; (9) conserving energy in the kitchen; and (10) monitoring gasoline usage. (Suggestions for giving demonstrations at 4-H Club meetings or in the community are also provided. (JN)

ED222351 SE039400

Caldwell, William; And Others

The Big E (Energy). 4-H Member Guide, Unit 3.

Nebraska Univ., Lincoln. Cooperative Extension Service.; Nebraska Univ., Lincoln. Inst. of Agriculture and Natural Resources.

Spons Agency-Nebraska State Energy Office, Lincoln.

Report No-EC-13-17-80

Pub Date 80

Note-27p.; For related documents, see SE 039 396-399.

Available from-Cooperative Extension Service, University of Nebraska, Ag. Hall, Rm. 116, Lincoln, NE 68583 ($.40 plus postage).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Careers; *Conservation Education; Electrical Appliances; *Energy; *Energy Conservation; Environmental Education; *Learning Activities; Secondary Education; *Solar Radiation

Identifiers-*4 H Clubs; *Energy Education

This activity and record book is designed for unit 3 (ages 15-19) of the Nebraska 4-H Energy Project. Aims, energy attitudes to be developed, and instructions are provided for each activity. Activities include: (1) determining ways to reduce energy waste with hot water heaters; (2) making personal choices about using appliances; (3) conducting a home energy audit; (4) understanding the variety of alternative energy sources available; (5) examining solar energy and creating a model of a solar energy device (sun room, greenhouse, swine barn, or others); (6) determining reactions of people when they are faced with energy shortages; (7) understanding carpooling; (8) planning and carrying out a community wide energy conservation activity; and (9) examining energy-related careers. (JN)

ED222352 SE039401

Carlton, Linda L.
Energy Adventure Center. Activity Book.
Wichita Unified School District 259, Kans.
Pub Date [82]
Note-57p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Climate Control; *Conservation Education; Elementary Secondary Education; *Energy; *Energy Conservation; Environmental Education; Heating; *Learning Activities; *Manufacturing; Power Technology; *Solar Radiation
Identifiers-*Energy Education

Energy activities are provided in this student activity book. They include: (1) an energy walk; (2) forms of energy in the home; (3) energy conversion; (4) constructing a solar hot dog cooker (with instructions for drawing a parabola); (5) interviewing senior citizens to learn about energy use in the past; (6) packaging materials; (7) insulation; (8) energy conservation in the home; (9) traffic count; and (10) a role-playing activity comparing the lifestyles of two families. Concepts/topics covered in the activities include: (1) work (movement, change); forms of energy (mechanical, radiant, chemical, electrical, nuclear, thermal, sound) and energy conversion; (3) renewable and non-renewable energy resources; (4) development of energy resources (origin, equipment, uses, environmental impact, economic impact); (5) society and energy, focusing on energy use (energy use eras and present patterns), power and politics (international, national, and local), and the future of energy; (6) practical energy applications in manufacturing, heating/cooling, and transportation; and (7) making energy decisions. (Author/JN)

ED222353 SE039403

A Center for Environmental Communication and Education Studies. Periodic Report: 1968-1982.

Wisconsin Univ., Madison. Center for Environmental Communications and Education Studies.

Pub Date 15 Oct 82

Note-54p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Programs; *Environmental Education; Higher Education; *Institutional Cooperation; Intercollegiate Cooperation; *Masters Programs; *Masters Theses; *Program Descriptions; Publications; *Research Projects

Identifiers-Center Environmental Communication Educ Studies WI

This report summarizes the role of the University of Wisconsin-Madison's Center for Environmental Communication and Education Studies (CECES) in helping to foster teaching, research, and public service programs. Included in the first section are program highlights (1968-1982), Center organization, and lists of Center personnel (executive committee, staff, and consultants). Focusing on teaching, the second section describes Environmental Communications Master's Programs, the interdisciplinary proseminar in Environmental Information and Education Programs, and integration of environmental studies activities/programs in university courses. Section 3 highlights research activities, listing six general areas of studies and (in an appendix) thesis titles of Environmental Communications Programs graduates (1968-1982). The final section focuses on public service activities, including University Extension; publishing The Journal of Environmental Education; Wisconsin Environmental Education Council; Environment Wisconsin, Inc.; networking; publishing fugitive directories; Earth Day (1970-1980); liaisons with the Dembar Educational Research Services, U.S. Department of Interior, President's Council on Environmental Quality, and USDA Forest Service; affiliation with ERIC/SMEAC and national associations; program evaluation services; and campus services. A chronological list of CECES publications is also provided. (Author/JN)

ED222354 SE039404

Nickisch, Marge Hill
Energy. Nebraska Home Economics Energy Management Guide.
Nebraska State Energy Office, Lincoln.
Pub Date 81
Note-160p.
Available from-Nebraska Energy Office, Extension Division Chief, P.O. Box 95085, Lincoln, NE 68509 ($12.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Climate Control; *Clothing; Electrical Appliances; *Energy; Energy Conservation; *Family Life; *Food; *Home Economics; *Housing; Learning Activities; Secondary Education
Identifiers-*Energy Education; Energy Management; Nebraska

The Nebraska Home Economics Energy Management Guide is composed of 25 individual lessons in 5 units plus a resource section. The introductory unit discusses basic principles in decision-making, the historical development of energy sources and use, and the rationale for energy management. The next four units focus on energy management in housing, foods, clothing, and family living. To help teachers gain the most from the guide, each individual lesson includes: (1) objectives; (2) background information; (3) student activities; (4) resources used in the preparation of the lesson; and (5) suggestions for additional class activities. The resource section includes a bibliography, audio-visual suggestions, and visuals (full page illustrations) suitable for duplication onto paper or for use as overhead projector transparencies. (Author/JN)

ED222355 SE039406

McDermott, Hugh, Ed.; Scharmann, Larry, Ed.

Coal: Fuel of the Past, Hope of the Future. A Basic Teaching Unit on Energy. Revised.

Nebraska State Energy Office, Lincoln.

Pub Date Feb 81

Note-70p.; Original writer, Dianne J. Kennedy. For related documents, see ED 179 395 and SE 039 407-416.

Available from-Nebraska Energy Office, Extension Division Chief, P. O. Box 95085, Lincoln, NE 68509 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Coal; Conservation Education; *Energy; Energy Conservation; Environmental Education; High Schools; *Learning Activities; Mining; *Science Activities; Science Education; *Secondary School Science; *Social Studies

Identifiers-*Energy Education; Nebraska

Recommended for grades 9-12 science and/or social studies classes, this 13-14 day unit is designed to allow students to explore coal and its properties, examining the nature of coal, where it is found, materials made from coal, and the role of coal in the past and its promise for the future. The unit consists of 11 activities with rationale, objectives, and instructional strategies provided for each activity. Many of the activities contain an informational reading which provides basic information about a particular topic or issue (with Fry readability levels for each reading indicated in the introduction). Following the readings, students answer questions about the readings, design graphics, interpret data, try experiments, and research various aspects of coal. A teacher's guide for a slide program (The North Omaha Coal Fired Plant) which can be ordered from the Nebraska Energy Office is also included. (Author/JN)

ED222356 SE039407

McDermott, Hugh, Ed.; Scharmann, Larry, Ed.

Energy Conservation in the Home. A Basic Teaching Unit on Energy. Revised.

Nebraska State Energy Office, Lincoln.

Pub Date Feb 81

Note-64p.; Original writers, John Masonbrink, R. Doug Martin, and Robert Starr. For related documents, see ED 179 395 and SE 039 406-416.

Available from-Nebraska Energy Office, Extension Division Chief, P. O. Box 95085, Lincoln, NE 68509 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Conservation Education; Electrical Appliances; *Energy; *Energy Conservation; Environmental Education; Junior High Schools; *Learning Activities; Merchandise Information; Science Activities; Science Education; *Secondary School Science; *Social Studies; Utilities

Identifiers-*Energy Education; Nebraska

Recommended for grades 7-9 science and/or social studies classes, this 8-10 day unit provides students with experiences in conserving energy through small conservation activities and practices. The unit consists of 11 activities with rationale, objectives, and instructional strategies provided for each activity. Students are given information on various energy conservation practices (adding insulation to homes; caulking and weatherstripping around doors, windows, and cracks; and proper upkeep of homes and appliances) as well as specific ways they can achieve greater conservation of limited resources. Students are also provided with opportunities to read electric and gas meters, to develop skills and ways to identify energy efficient appliances, and to bring information on some or all topics home for further investigation. The latter allows them to be energy conscious of their environmental surroundings as well as to transmit energy conservation information and practices to others. A list of process skills fostered in the unit, advanced teacher preparation, and evaluation suggestions are provided in the introduction. (Author/JN)

McDermott, Hugh, Ed.; Scharmann, Larry, Ed.

Energy from the Atom. A Basic Teaching Unit on Energy. Revised.

Nebraska State Energy Office, Lincoln.

Pub Date Feb 81

Note-35p.; Original writer, R. Doug Martin. For related documents, see ED 179 395 and SE 039 406-416.

Available from-Nebraska Energy Office, Extension Division Chief, P. O. Box 95085, Lincoln, NE 68509 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Energy; Environmental Education; High Schools; *Learning Activities; *Nuclear Energy; Nuclear Power Plants; *Physical Sciences; *Power Technology; Science Activities; Science Education; *Secondary School Science; *Social Studies

Identifiers-*Energy Education; Nebraska

Recommended for grades 9-12 social studies and/or physical science classes, this 4-8 day unit focuses on four topics: (1) the background and history of atomic development; (2) two common types of nuclear reactors (boiling water and pressurized water reactors); (3) disposal of radioactive waste; and (4) the future of nuclear energy. Each topic includes readings (with Fry readability levels for each reading indicated in the introduction) and a follow-up activity which can be used to assess student knowledge of all concepts presented in the unit. Rationale, objectives, and instructional strategies are provided for each activity. A teacher's guide for a slide program on the Fort Calhoun Nuclear Station (available from the Nebraska Energy Office) is included. A list of process skills fostered, advanced teacher preparation, goals, and planning guide are also included in the introduction. (Author/JN)

ED222358 SE039409

Imel, Geri J.; And Others

Energy: Yesterday, Today, and Tomorrow. An Interdisciplinary Approach. Revised.

Nebraska State Energy Office, Lincoln.
Pub Date Feb 81
Note-63p.; For related documents, see ED 179 395 and SE 039 406-416.
Available from-Nebraska Energy Office, Extension Division Chief, P. O. Box 95085, Lincoln, NE 68509 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Electrical Appliances; *Energy; *Energy Conservation; Environmental Education; Fuels; Interdisciplinary Approach; Junior High Schools; *Learning Activities; Natural Resources; *Science Activities; Science Education; *Secondary School Science; *Social Studies; Solar Radiation
Identifiers-*Energy Education; Nebraska

This three-part unit is designed to give grades 7-9 students practice in interpreting and analyzing information concerning use of energy in Nebraska. The first section is a general (generic) overview of the different kinds of energy resources and serves as an introduction to the problems of supplying ever-increasing energy needs. Activities in this section include graph-making, value clarification, electrical consumption analysis, and others. The second section (social studies) focuses on developing skills to face energy issues. Students write about a day without energy and use a rationale decision-making process in prioritizing their efforts to deal with energy problems. The third section contains science-related activities, including making fuel from grain and collecting the sun's energy. Activities in the social studies and science sections are optional. Rationale, objectives, and instructional strategies are provided for each unit. A list of process skills fostered, advanced teacher preparation, recommended time, goals, and planning guides for general, social studies, and science activities are also provided. (Author/JN)

ED222359 SE039410

McDermott, Hugh, Ed.; Scharmann, Larry, Ed.

Future Energy Technology. A Basic Teaching Unit on Energy. Revised.

Nebraska State Energy Office, Lincoln.

Pub Date Feb 81

Note-39p.; Original writer, Patrick McGill. For related documents, see ED 179 395 and SE 039 406-416.

Available from-Nebraska Energy Office, Extension Division Chief, P. O. Box 95085, Lincoln, NE 68509 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Energy; Environmental Education; Fuels; Language Arts; *Learning Activities; Nuclear Energy; Science Education; Secondary Education; *Secondary School Science; *Social Studies; Solar Radiation; *Technology

Identifiers-*Alternative Energy Sources; *Energy Education; Nebraska

Recommended for grades 7-12 language arts, science, and social studies classes, this 5-7 day unit encourages students to investigate alternative energy sources through research. Focusing on geothermal energy, tide and ocean, fusion, wind, biomass, and solar energy as possible areas of consideration, the unit attempts to create an awareness of the barriers to overcome in the development of these energy sources, possible environmental consequences, and the probable time needed in the development of the new technologies. Each activity in the unit, focusing on a particular energy source, contains an introduction, the environmental effect that the source will have, and questions for investigation. Students are also asked to research information and prepare a report on a selected energy source. Rationale, objectives, and instructional strategies are provided for each activity. A list of process skills fostered, advanced teacher preparation, goals and objectives, and planning guide are also provided. (Author/JN)

ED222360 SE039411

McDermott, Hugh, Ed.; Scharmann, Larry, Ed.

Gasohol: An Energy Alternative. A Basic Teaching Unit on Energy. Revised.

Nebraska State Energy Office, Lincoln.

Pub Date Feb 81

Note-54p.; Original writers, Ronald G. Crampton, Don Haase, Edward Kinzer, and R. Stephen Skinner. For related documents, see ED 179 395 and SE 039 406-416.

Available from-Nebraska Energy Office, Extension Division Chief, P. O. Box 95085, Lincoln, NE 68509 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Chemical Reactions; *Chemistry; Energy; Environmental Education; *Fuels; High Schools; *Science Activities; Science Education; *Science Experiments; *Secondary School Science

Identifiers-*Energy Education; *Gasohol; Nebraska

This 2-3 week high school chemistry unit is designed to provide students with an awareness of Gasohol as an energy alternative. Gasohol is a blend of 10 percent pure ethanol and 90 percent unleaded gasoline. The unit consists of nine activities (five laboratory experiments, three informational readings, and a sample problem activity). The five experiments cover fermentation, distillation, heat of combustion, and production of ethanol from corn. The three informational readings familiarize students with the concepts and vocabulary of Gasohol and other related terms. The sample problem worksheets (focusing on chemical reactions/calculations) can be assigned according to teacher judgment of what his or her class is capable of completing. Rationale, objectives, and instructional strategies are provided for the experiments, readings, and problems. Since a permit is needed for the production of ethanol, sample instructions for obtaining a permit and a sample permit are also provided. A list of process skills fostered, advanced teacher preparation, goals, planning guide, and evaluation suggestions are included in the introduction. (Author/JN)

ED222361 SE039412

McDermott, Hugh, Ed.; Scharmann, Larry, Ed.

Oil: Fuel of the Past. A Basic Teaching Unit on Energy. Revised.

Nebraska State Energy Office, Lincoln.

Pub Date Feb 81

Note-82p.; For related documents, see ED 179 395 and SE 039 406-416.

Available from-Nebraska Energy Office, Extension Division Chief, P. O. Box 95085, Lincoln, NE 68509 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Developing Nations; Economics; *Energy; Environment; Environmental Education; *Fuels; *Learning Activities; *Petroleum Industry; Pollution; Secondary Education; *Social Studies

Identifiers-*Energy Education; Nebraska; *Oil

Recommended for grades 7-10 social studies classes, this unit presents information about the history of oil, how fast it is being used, difficulties in transporting it, and oil's effect on the world economy. The unit, consisting of eight daily lesson plans, which may be expanded over several more days, contains activity sheets which allow students to reflect on materials read and to examine how petroleum has played such an important part in our history. Fry readability levels for the readings, process skills fostered, general goals and objectives, planning guide, and evaluation suggestions are provided in the introduction. Rationale, objectives, and instructional strategies are also provided for each activity. A pre-/post-test on the unit is included. (Author/JN)

ED222362 SE039413

Roeder, Allen A.; Woodland, James A.
Solar Energy in the Home. Revised.
Nebraska State Energy Office, Lincoln.
Pub Date Feb 81

Note-22p.; For related documents, see ED 179 395 and SE 039 406-416.
Available from-Nebraska Energy Office, Extension Division Chief, P. O. Box 95085, Lincoln, NE 68509 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Building Design; Construction Materials; Earth Science; Energy; Environmental Education; High Schools; Physical Sciences; *Science Activities; Science Education; *Science Experiments; *Secondary School Science; Site Selection; *Solar Radiation
Identifiers-*Energy Education; Nebraska

Recommended for grades 10-12 physical, earth, or general science classes, this 5-7 day unit is designed to give students a general understanding of solar energy and its use as a viable alternative to present energy sources. Along with this technology, students examine several factors of solar energy which influence the choice of solar home site location and construction materials. The unit consists of four daily lesson plans (with rationale, objectives, and instructional strategies provided for each). Fry readability levels for two readings (Introduction to Solar Energy and Energy Efficiency Home Design for the Energy Conscious Consumer), process skills fostered, advanced teacher preparation, goals, objectives, planning guide, and evaluation suggestions are provided in the introduction. (Author/JN)

ED222363 SE039414

McDermott, Hugh, Ed.; Scharmann, Larry, Ed.
Electrical Power Generation. A Basic Teaching Unit on Energy. Revised.
Nebraska State Energy Office, Lincoln.
Pub Date Feb 81
Note-41p.; Original writer, Doug Wilson. For related documents, see ED 179 395 and SE 039 406-416.
Available from-Nebraska Energy Office, Extension Division Chief, P. O. Box 95085, Lincoln, NE 68509 ($2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Chemistry; *Electricity; Energy; Environmental Education; Heat; High Schools; *Physics; *Power Technology; Science Activities; Science Education; *Science Experiments; *Secondary School Science
Identifiers-*Energy Education; Nebraska

Four classroom activities are included in this 8-10 period unit suitable for high school chemistry and physics classes. The first activity is a reading (12th-grade readability level determined by the Fry procedure) which explains electricity conversion, transportation, and efficiency ratings. The second and third activities are electrical energy experiments: determining the efficiency of a light bulb and the relationship between heat and electricity. The last activity consists of problem sheets in which students analyze data and convert it into different forms of measurement while reviewing material previously discussed in the unit. Rationale, objectives, and instructional strategies are provided for each activity. A list of process skills fostered, advanced teacher preparation, goals, objectives, planning guide, and evaluation suggestions are provided in an introduction. (Author/JN)

ED222364 SE039415

McDermott, Hugh, Ed.; Scharmann, Larry, Ed.

Fueling Around - Hazardous to Your Health. A Basic Teaching Unit on Energy. Revised.

Nebraska State Energy Office, Lincoln.

Pub Date Feb 81

Note-42p.; Original writers, Ruth Hahn and Robert Harper. For related documents, see ED 179 395 and SE 039 406-416.

Available from-Nebraska Energy Office, Extension Division Chief, P. O. Box 95085, Lincoln, NE 68509 ($2.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Air Pollution; Chemistry; Energy; Environmental Education; *Environmental Standards; Fuels; High Schools; *Motor Vehicles; Physical Sciences; Science Activities; Science Education; *Science Experiments; *Secondary School Science

Identifiers-*Energy Education; *Hazardous Materials; Nebraska

Seven activities are included in this 10 day secondary school science unit in which students determine the effect that auto exhaust fumes have on the air they breathe by utilizing laboratory experiences, independent research, and in-class discussions. Rationale, objectives, and instructional strategies are provided for each activity. Following two reading activities on air pollution, air pollutants, and standards, air pollutants are identified and exhaust fumes used to determine the amount of lead, carbon monoxide, carbon dioxide, sulfur dioxide, and particulate matter in air. A list of process skills fostered in the unit, advanced teacher preparation, goals, planning guide, and evaluation suggestions are included in the introduction. (Author/JN)

ED222365 SE039416

McDermott, Hugh, Ed.; Scharmann, Larry, Ed.

History of United States Energy. A Basic Teaching Unit on Energy. Revised.

Nebraska State Energy Office, Lincoln.

Pub Date Feb 81

Note-32p.; Original writer, Ruth Hahn. For related documents, see ED 179 395 and SE 039 406-415.

Available from-Nebraska Energy Office, Extension Division Chief, P. O. Box 95085, Lincoln, NE 68509 ($2.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Coal; *Energy; Environmental Education; Fuel Consumption; *Fuels; Learning Activities; Petroleum Industry; Science Education; Secondary Education; *Secondary School Science; *Social Studies; *United States History

Identifiers-*Energy Education; Nebraska; Oil; *Organization of Petroleum Exporting Countries

Intended as a supplement to the units "Oil: Fuel of the Past" and "Coal: Fuel of the Past, Hope of the Future," this 3-4 day unit contains three activities which briefly explain the chronological development of energy resources and the formation and development of the Organization of Petroleum Exporting Countries (OPEC). The first activity provides students with an actual time line of energy's development and inventions which accompanied that development from 1776-1976. The second activity contains a pre-reading explaining the growing development of fossil fuels in American technology. The final activity explains the events leading up to and following the oil embargo crisis of 1973-1974. Rationale, objectives, and instructional strategies are provided for each activity. A list of process skills fostered in the unit, Fry readability ratings for two readings (11th year), advanced teacher preparation, goals, and evaluation suggestions are provided in the introduction. (Author/JN)

ED222366 SE039417

Cotton, Kathleen; Savard, William G.

Intermediate Level Mathematics and Science Instruction. Research Synthesis.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Aug 82

Contract No-400-80-0105

Note-117p.; For related document, see ED 214 699.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Basic Skills; Educational Research; Junior High Schools; Literature Reviews; Mathematical Applications; *Mathematical Concepts; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Middle Schools; Secondary Education; *Secondary School Mathematics; *Secondary School Science

Identifiers-*Mathematics Education Research; *Science Education Research

It is noted that compared to the research base on effective practices for teaching primary level children, the volume of published research with intermediate level students is modest. The studies and summaries reviewed for this document include those which: (1) sought to identify a cluster of teaching strategies and behaviors which are positively related to student achievement and affective outcomes; (2) compared a specific instructional approach to one or more approaches; and (3) looked at the relative efficacy of different organization/scheduling arrangements for conducting mathematics and/or science instruction with intermediate level students. Forty-four documents were reviewed during this investigation. The bulk of this manuscript consists of individual item reports on these reviewed documents. Four major hypotheses emerged from the examination: (1) instruction which features active, hands-on experiences has a positive effect on the mathematics and science achievement of intermediate level students and enhances the attitudes of these students toward the subject matter; and (2) the instructional approaches known as direct instruction and mastery learning are more effective than other approaches in promoting the mathematics and science achievement and retention of intermediate pupils, and also foster positive student attitudes; (3) individualized intermediate level mathematics and science instruction confers greater achievement and retention benefits than does instruction with no individualization; and (4) no one organization/grouping pattern is inherently superior to others for instructing intermediate students in science and mathematics. Five recommendations are made based on the review. (MP)

ED222367 SE039418

Iddins, Carol; And Others

Handbook for Planning an Effective Mathematics Program. Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento.
Pub Date 82
Note-78p.
Available from-Publications Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802 ($2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Development; Elementary Secondary Education; Evaluation; Evaluation Methods; Guidelines; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Program Descriptions; *Program Development; State Curriculum Guides
Identifiers-*California State Department of Education

This document is intended to provide a standard for assessing the quality of the mathematics program, and is a guide for planning and implementing improvements in a schools program. The instructors and administrators who use the guide are viewed as the critical and final links in a unique chain that connects what is known about high quality mathematics programs with what happens to students in the classroom. It is noted that the handbook is the result of many hours of intense discussion, writing, and reactions of mathematics educators from throughout California. The material is subdivided into the following major parts: (1) Introduction; (2) The Content of the Mathematics Program (What Students Learn); (3) The Methods of Teaching Mathematics (How Students Learn); (4) Support for Implementation of a Quality Mathematics Program; and (5) Planning for the Improvement of the Mathematics Program. A major factor in the development of the guide was the participation of Professor George Polya, whose work was looked upon as the foundation of contemporary mathematics learning. It is noted that many of the concepts Professor Polya shared with the handbook writing committee were incorporated in descriptions of what constitutes high quality programs. (MP)

ED222368 SE039419

National Survey of Laboratory Animal Facilities and Resources. Fiscal Year 1978.

National Academy of Sciences - National Research Council, Washington, D.C. Inst. of Lab. Animal Resources.
Spons Agency-National Institutes of Health (DHHS), Bethesda, Md.
Report No-NIH-80-2091
Pub Date Mar 80
Contract No-N01-RR-7-2114
Note-102p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administration; Animal Caretakers; *Animal Facilities; *Costs; Facility Inventory; Higher Education; *Laboratory Animals; *Laboratory Equipment; Medical Research; National Surveys; Personnel; Questionnaires; Scientific Research

Reported is a national survey of laboratory animal facilities and resources conducted by the Institute of Laboratory Animal Resources (ILAR) at the request of the Animal Resources Program Branch of the NIH Division of Research Resources. Two earlier surveys (1964 and 1970) had been conducted by ILAR at the request of NIH. Since these reports were published, many changes have taken place and much information in the first two surveys is no longer relevant. This survey was aimed at collecting and analyzing data on the current status of, unfilled needs in, and future requirements for research animals, animal resource personnel, facilities, and programs throughout the United States during FY 1978. Survey questionnaires were distributed to 2,637 known users of laboratory animals in the United States, and 1,902 (72 percent) were returned. Separate sections of the report are devoted to the following topics: dimensions of survey population, animal use and sources, facility administration and personnel, facilities and equipment, costs of animal care, and appendix (the survey questionnaire). Each of these sections has two parts: current status, and comments and projections. In selected areas, comparisons are made between data derived from the FY 1968 and 1978 surveys. (Author/JN)

ED222369 SE039460

Raposo, Lucilia

Ciencias 2 (Science 2). [Student's Workbook].

National Portuguese Materials Development Center, Providence, RI.
Spons Agency-Department of Education, Washington, DC.
Report No-ISBN-0-89857-226-6
Pub Date Aug 81
Note-130p.; For related documents, see SE 039 461 and SE 039 463-466.
Available from-Evaluation, Dissemination and Assessment Center (EDAC), Lesley College, 49 Washington Avenue, Cambridge, MA 02140 ($4.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Astronomy; *Bilingual Education; *Biological Sciences; Elementary Education; *Elementary School Science; Grade 2; Human Body; Measurement; Nutrition; *Physical Sciences; *Science Activities; Science Education

Ciencias 2 is the second in a series of elementary science textbooks written for Portuguese-speaking students. The text develops the basic skills that students need to study their surroundings and observe natural facts and phenomena by following scientific methods. The book is composed of 10 chapters and includes 57 lessons. Topics included are environment, the human, air, nutrition, heat, astronomy, soil, magnetism, and measurement. (RH)

ED222370 SE039461

Raposo, Lucilia

Ciencias 2. Manual do Professor (Science Teacher's Manual).

National Portuguese Materials Development Center, Providence, RI.
Spons Agency-Department of Education, Washington, DC.
Report No-ISBN-0-89857-227-4
Pub Date Aug 81
Note-173p.; For related documents, see SE 039 460 and SE 039 463-466.
Available from-Evaluation, Dissemination and Assessment Center (EDAC), Lesley College, 49 Washington Avenue, Cambridge, MA 02140 ($7.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Astronomy; Behavioral Objectives; Bilingual Education; *Biological Sciences; Elementary Education; *Elementary School Science; Evaluation Methods; Grade 2; Human Body; Measurement; Nutrition; *Physical Sciences; *Science Activities; Science Education; Science Instruction; *Teaching Methods

This is the teacher's manual for Ciencias 2, the second in a series of elementary science textbooks for Portuguese-speaking students. The student textbook contains 10 chapters and 57 activities. The teacher's manual presents an explanation of the educational goals and the organization of the content, Topics included are environment, the human, air, nutrition, astronomy, soil, magnetism, and measurement. Also provided are the objectives for each lesson and multiple suggestions for lesson presentation, classroom activities, and evaluation. (RH)

ED222371 SE039463

D'Alu, Maria Jose

Matematica 1. Livro do Aluno (Mathematics 1. Student Workbook).

National Portuguese Materials Development Center, Providence, RI.
Spons Agency-Department of Education, Washington, DC.
Report No-ISBN-0-89857-180-4
Pub Date Jul 80
Note-504p.; For related documents, see SE 039 460-461 and SE 039 464-466.
Available from-Evaluation, Dissemination and Assessment Center (EDAC), Lesley College, 49 Washington Avenue, Cambridge, MA 02140 ($6.00).
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Bilingual Education; Elementary Education; *Elementary School Mathematics; Geometric Concepts; Grade 1; *Mathematical Concepts; Mathematics Education; *Measurement; *Numbers

Matematica 1 is the first book of a mathematics program in Portuguese "designed for first graders." The book contains 15 chapters dealing with: sets, numeration, place value, numbers from 0 through 99, addition and subtraction, geometric shapes, measurements (money, time, length), fractions, word problems, and commutative and associative properties. The book provides a pictorial introduction to each new concept, sample and practice exercises, and end of chapter reviews and tests. Copies available from the publisher have perforated pages so that pages can easily be removed for correcting by the teacher. (RH)

ED222372 SE039464

D'Alu, Maria Jose

Matematica 1. Manual do Professor (Mathematica 1. Teacher's Manual).

National Portuguese Materials Development Center, Providence, RI.

Spons Agency-Department of Education, Washington, DC.

Report No-ISBN-0-89857-181-2

Pub Date Nov 80

Note-234p.; For related documents, see SE 039 460-461 and SE 039 463-466.

Available from-Evaluation, Dissemination and Assessment Center (EDAC), Lesley College, 49 Washington Avenue, Cambridge, MA 02140 ($9.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; Bilingual Education; Elementary Education; *Elementary School Mathematics; Geometric Concepts; Grade 1; *Mathematical Concepts; Mathematics Education; *Measurement; *Numbers

This is the teacher's guide for Matematica 1, an introduction to numbers for Portuguese-speaking students. The teacher's guide contains corresponding material to the 15 chapters in the student's book. The

guide also contains for each lesson suggestions for presentation, a statement of objectives, and instructions for evaluating student learning. (RH)

ED222373 SE039465

Raposo, Lucilia

Ciencias 1. (Science 1). [Student's Workbook].

National Portuguese Materials Development Center, Providence, RI.
Spons Agency-Department of Education, Washington, DC.
Report No-ISBN-0-89857-168-5
Pub Date Jun 80
Note-202p.; For related documents, see SE 039 460-461 and SE 039 463-466.
Available from-Evaluation, Dissemination and Assessment Center (EDAC), Lesley College, 49 Washington Avenue, Cambridge, MA 02140 ($4.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bilingual Education; *Biological Sciences; Elementary Education; *Elementary School Science; Grade 1; Human Body; Matter; *Physical Sciences; *Science Activities; Science Education; Scientific Concepts; Weather

Ciencias 1 is the first in a series of science books designed for elementary Portuguese-speaking students. The book contains five sections divided into 43 lessons. The five sections are (1) Matter, (2) The Human Body, (3) Weather, (4) Solids, Liquids, and Gases, and (5) Living Things. Pictorial presentations and picture exercises are included for each concept. Pages in the book (available from the publisher) are perforated so they can be easily removed. (RH)

Raposo, Lucilia
Ciencias 1. Manual do Professor (Science 1. Teacher's Manual).
National Portuguese Materials Development Center, Providence, RI.
Spons Agency-Department of Education, Washington, DC.
Report No-ISBN-0-89857-169-3
Pub Date Jun 80
Note-152p.; For related documents, see SE039 460-461 and SE 039 463-465.
Available from-Evaluation, Dissemination and Assessment Center (EDAC),
Lesley College, 49 Washington Avenue, Cambridge, MA 02140 ($7.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives; Bilingual Education; *Biological Sciences; Elementary Education; *Elementary School Science; Human Body; Matter; *Physical Sciences; *Science Activities; Science Education; Scientific Concepts; *Teaching Methods; Weather

This is the teacher's guide for Ciencias 1, the first in a series of science books designed for Portuguese-speaking students in elementary schools. The guide contains materials corresponding to the student's book. Included are five sections comprised of 43 lessons. The teacher's guide also contains lesson objectives, suggestions for lesson presentation, classroom activities, and methods for evaluation. (RH)

ED222375 SE039469

Young and Senior Science and Engineering Faculty, 1980. Characteristics, Appointments and Departures, and Research Activities. Special Report.

National Science Foundation, Washington, D.C.

Report No-NSF-81-319

Pub Date 81

Note-193p.

Available from-National Science Foundation, 1800 G Street, N.W., Washington DC 20550 (no charge for single copies).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Rank (Professional); *College Science; Doctoral Degrees; Engineering; Engineering Education; *Engineers; Faculty Mobility; *Federal Aid; Females; *Full Time Faculty; Higher Education; Mathematics; Psychology; Researchers; *Research Proposals; Science Education; *Scientists; Social Sciences

Identifiers-National Science Foundation

In recognition of the important role of recent science/engineering (S/E) doctorates, the National Science Foundation has monitored doctoral representation in Ph.D.-granting departments through a series of surveys begun in 1968 and continued in 1974 and 1980. This report presents the findings of the 1980 survey and contrasts them with those from the two earlier studies. For the 1980 mail survey representing 39,760 full-time faculty members in 19 S/E fields, recent doctorates were those who received their degrees in the spring of 1973 or later. Those receiving their degrees earlier were classified as senior doctorates. Results are reported in three sections, focusing on: (1) characteristics of S/E faculty, including representation of recent doctorates, faculty tenure status and age distribution, distribution of faculty by sex and race/ethnic group, and non-faculty research doctorates; (2) faculty appointments and departures; and (3) research activities of recent doctorates, including number of proposals submitted/funded, opinions of department heads on distribution of research support between senior/junior faculty, federally supported principal investigators, and research in federal and industrial laboratories. Survey instruments, technical notes, and detailed statistical tables are included in appendices. Results, among others, indicate that the fraction of faculty comprised of recent doctorates has dropped sharply between 1968 and 1980. (Author/JN)

ED222376 SE039470

National Patterns of Science and Technology Resources, 1982.

National Science Foundation, Washington, D.C.

Report No-NSF-82-319

Pub Date 82

Note-87p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Science; Degrees (Academic); Development; Employment Patterns; Engineering; Engineering Education; *Engineers; Expenditures; *Federal Aid; Females; Financial Support; Higher Education; Industry; Labor Market; Minority Groups; *Research; Science Education; *Sciences; Scientific Research; *Scientists; *Technology

Identifiers-National Science Foundation

The National Science Foundation, in attempting to monitor the health of U.S. science and technology, assembles and analyzes comprehensive measures of the financial and human resources that various sectors (government, industry, academia, and other nonprofit institutions) devote to scientific and technological activities. This annual report presents a concise but comprehensive summary of this type of science and technical information. Following a summary highlighting discussions and data in the report, data on national perspectives of R&D resources and science/engineering personnel are discussed and summarized in various charts and graphs. Data presented in the section on national perspectives of R&D resources focus on the R&D effort and the national economy; R&D by national objective; the R&D/GNP ratio; basic research, applied research, and development; and international comparisons. Data presented in the section on science/engineering (S/E) personnel focus on employment trends, S/F labor market balance, sectoral patterns and trends, women and minorities, doctoral scientists and engineers, and labor market dynamics. Detailed statistical tables related to R&D resources (national perspective, federal government, industry, universities/colleges) and S/E personnel (current supply and utilization patterns of S/E population, doctoral scientists/engineers, dynamics of S/E labor market) are provided in an appendix. (Author/JN)

ED222377 SE039471

Science and Engineering Degrees: 1950-80. A Source Book. Special Report.
National Science Foundation, Washington, D.C.
Report No-NSF-82-307
Pub Date 82
Note-71p.
Available from-National Science Foundation, 1800 G Street, N.W., Washington, DC 20550 (no charge for single copies).

EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bachelors Degrees; *College Science; Computer Science; Degrees (Academic); *Doctoral Degrees; Educational Trends; *Engineering; Engineering Education; Engineers; Higher Education; *Masters Degrees; Mathematics; Science Education; *Sciences; Scientists; Sex Differences

This publication is a source book of detailed statistical information on science and engineering (S/E) degree production for the period 1950-1980. Data used in the report cover earned degrees in the aggregate United States, which includes the 50 states, District of Columbia, and its outlying areas (American Samoa, Canal Zone, Guam, Northern Marianas Island, Puerto Rico, the Virgin Islands, and the Trust Territory of the Pacific Islands). The first section consists of 15 charts (in graph format) with a summary statement at the bottom of each chart. The second section consists of 42 statistical tables. Data are reported for bachelor's, master's, and doctoral degrees for all fields, non-S/E fields, and S/E fields. The latter include chemistry, physics, geology, other physical sciences, engineering fields, mathematics, computer/information sciences, life sciences (agriculture/natural resources and biological sciences) and social sciences (psychology, economics, sociology, and other social sciences). Separate data are reported for S/E bachelor's, master's, and doctoral degrees earned by males and females. Data are also reported for the various S/E fields by academic level and sex over the 30-year period. A list of specific S/E fields included in the report is provided in an appendix. (JN)

ED222378 SE039472

The Energy Consumer Guide. A What-to-Do, Where-to-Go Manual for Information on Conserving Energy and Resolving Energy-Related Consumer Problems.

Department of Energy, Washington, D.C.; Office of Consumer Affairs, Washington, D.C.
Pub Date Jun 82
Note-38p.; Prepared in cooperation with the Consumer Information Center of the General Services Administration.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Programs; Conservation Education; *Consumer Protection; *Energy; *Energy Conservation; *Information Sources; Private Agencies; Program Descriptions; *Public Agencies; Resource Materials; *State Agencies
Identifiers-Alternative Energy Sources; Energy Education

This guide was prepared to help individuals become more informed and more efficient consumers of energy. The guide lists agencies and organizations which provide useful information on everything from household energy-saving tips to energy conservation projects sponsored by local community groups. Section 1 highlights many of the agencies and private organizations providing information on energy-related topics. It also includes energy-saving tips to help individuals save energy and money. Section 2 lists state and local consumer protection offices. The functions of these offices vary greatly from state to state, as do the services and information they provide. While the guide does not attempt to spell out what each office does, it should be a helpful reference on where to turn with problems or questions. The section also lists state energy offices. These offices generally carry out the federal government's energy conservation and assistance programs. In addition, they provide consumers with helpful energy conservation information, publications, and other services. Section 3 lists Federal Information Centers. The Centers, providing information about energy and other federal programs, can be reached by the telephone numbers indicated (many of which are toll free). The last section provides lists of energy books, pamphlets/booklets, kits, and audio-visuals. (Author/JN)

ED222379 SE039473

Session of the General Assembly of IUCN (15th, Christchurch, New Zealand, October 11-23, 1981).

International Union for Conservation of Nature and Natural Resources, Morges, (Switzerland).
Pub Date Oct 81
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Animals; *Conservation (Environment); Ecological Factors; Ecology; Energy; *Environment; Environmental Education; *Environmental Standards; Foreign Countries; Forestry; Genetic Engineering; *Natural Resources; *Oceanography; Pesticides; *Policy Formation; Wildlife; World Problems
Identifiers-Antarctica; Australia; *International Union for Conservation of Nature

Resolutions adopted by the 15th session of the General Assembly of the International Union for Conservation of Nature and Natural Resources (IUCN) are provided in this document. These resolutions focus on areas/issues related to: (1) world conservation strategy; (2) conservation and peace; (3) people, resources, and environment; (4) environmental planning; (5) development assistance; (6) urban fringes; (7) role of traditional life styles and local people in conservation and development; (8) environmental education as related to development; (9) renewable energy; (10) genetic resources; (11) tropical moist forests; (12) protection of mangrove ecosystems; (13) protection of free flowing rivers from river engineering; (14) environmental effects of acid rain and snow and other acid deposition; (15) international trade in pesticides; (16) Ramsar Convention; (17) Law of the Sea; (18) deep sea mining and establishment of protected areas of the deep ocean; (19) large and small cetaceans; (20) Antarctica environment and Southern Ocean; (21) preservation of the Great Barrier Reef; (22) South West Tasmania; (23) Micronesian resource management assistance; (24) environmental management in the South Pacific; (25) thanks to host government; (26) international status of IUCN; (27) fund-raising; (28) the resolution procedure; and (29) action points (general, terrestrial, tropical forests, oceans/islands, species, and conventions/international programs). (JN)

ED222380 SE039474

Howick, William H.

Creationism and Scientism.

Pub Date 82

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Controversial Issues (Course Content); *Creationism; Elementary Secondary Education; *Evolution; Higher Education; *Religious Factors; *Science Education; Science Instruction

The creationism evolution controversy has become a problem of major concern in many states, especially Arkansas and Louisiana, and is the basis for dispute in many courts. Creationists, sensing the need for a modern approach, have now become less concerned with the theological rationale for their argument and have turned to the scientific field as a base for their claims. Creationism starts with a fixed position, a conclusion, which is in direct contrast with that of pure science which holds to nothing until facts are generated which point toward an assumption, then an experimentally-based theory, and in some cases, finally, a law. For the true religious fundamentalist, the Bible is the literal word of God and within its pages are the answers and solutions to life's problems and perplexities. When the Bible says in clear language that God created the world in six days and then rested on the seventh, man, say the creationists, should believe that precisely as it is written. This position held by creationists is contrasted to the position promulgated by modern scientists. Several reactions to the controversy are discussed. (Author/JN)

ED222381 SE039480

Edwards, Allen

The Hand-Held Calculator in a Third-World Country.

Laloki Coll., Boroko (Papua New Guinea).

Pub Date May 82

Note-241p.; Prepared by the Numeracy Project. Not available in paper copy because of light type in original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education; Basic Skills; *Calculators; Cultural Opportunities; Doctoral Dissertations; *Educational Research; *Educational Technology; Instruction; *Mathematics Education; Mathematics Instruction

Identifiers-Cultural Revolution; *Mathematics Education Research; *Papua New Guinea

This document consists of extracts from "Numeracy in Papua New Guinea: An Investigation with Particular Reference to the Relationship between Number Skill Teaching and the Use of the Calculator," a doctoral thesis submitted to the Loughborough University of Technology in April 1982. The material is made up of chapters and parts of chapters, including: (1) Introduction and Background to Papua New Guinea; (3) Adult Numeracy With the Calculator in Papua New Guinea; (4) The Use of the Calculator in Full-Time Education in Papua New Guinea; (6) Rationale and Critique; (7) Summary and Conclusions; and (7) Appendix. The original thesis was the result of 4 years of work in Papua New Guinea. It is noted that the Department of Commerce had identified poor number skills as a major factor restricting business development. Calculators were quickly viewed as the route to the only possible solution. A government grant enabled the potential for general adult numeracy to also be studied. Materials were prepared and the reactions of village people to calculator-oriented instruction was tested. It is felt calculators represent a possible means of overcoming the lack of number skills in individuals, nations, and disadvantaged groups anywhere in the world. (MP)

ED222382 SE039486

Kaufman, Debra Renee

Women in Science: Reappraising Explanations for Their Achievement.

Pub Date 82

Note-39p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Ability; *Career Development; *College Science; *Educational Opportunities; Employment Patterns; Equal Opportunities (Jobs); *Females; Mathematics Education; Performance Factors; Personality Traits; *Productivity; Science Education; *Sex Differences; Sex Discrimination; Sex Role

Factors pertinent to females in American science and mathematics-related disciplines are examined, focusing on explanations for the poorer representation of females, their lower rank, and their seemingly poorer productivity once within the professions. Using a multidisciplinary approach, some of the usual explanations for their poorer showing are reexamined, suggesting that ability, personality traits, and early sex-role socialization are hardly a match for the real world constraints and barriers women face in the educational and occupational sphere. A conclusion is drawn suggesting that the social processes involved in becoming a professional scientist are better explanatory variables than individual factors in explaining women's achievements. (Author/JN)

ED222383 SE039487

Holmes, Helen D.

Don't Be a Quitter - Pick Up Litter: An Environmental Message for Girls and Boys [and] Environmental Education Basic Reader [Teacher Guide, Notes to the Teacher].

Arkansas State Dept. of Education, Little Rock.

Pub Date 80

Note-35p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Ecology; Elementary Education; *Environmental Education; Interdisciplinary Approach; Language Arts; *Learning Activities; *Learning Centers (Classroom); *Reading Materials; *Wastes

Instructions are provided for constructing a learning center on littering. Activity sheets (focusing on words, spelling, story order, and art) which may be duplicated for use with the center and lists of resource materials are also provided. These materials include resources for teachers, a list of litter/ecology books for students, and a list of ecology/litter films with appropriate grade level(s) indicated. An integral part of the center is the book "Don't Be a Quitter - Pick Up Litter" (grade 1.4 reading level). This book may be read by students either independently or with teacher guidance. Suggestions for the latter are provided, including key vocabulary words to be taught, examples of discussion questions related to specific pages in the book, and activities to be completed after the reading. (JN)

ED222384 SE039488

Holmes, Helen D.

Let's Twitter about Litter: an Environmental Message for Girls and Boys [and] Environmental Education Basic Reader [Teacher Guide, Notes to the Teacher].

Arkansas State Dept. of Education, Little Rock.

Pub Date 80

Note-37p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Education; Energy; *Environmental Education; Interdisciplinary Approach; *Language Arts; *Learning Activities; *Learning Centers (Classroom); *Reading Materials; *Wastes

Instructions are provided for constructing a learning center on littering. Activity sheets (pictures and poems) which may be duplicated for use with the center and lists of environmental, economic, and energy concepts to be fostered through class activities and discussions are also provided. An integral part of the center is the book "Let's Twitter about Litter" (grade 3.2 reading level). To introduce the center the teacher could either read the book aloud to students or have them take turns reading it in a reading group. (Author/JN)

ED222385 SE039489

Skiles, Albert; Rose, Mary Jo

Arkansas Solar Retrofit Guide. Greenhouses, Air Heaters and Water Heaters.

Arkansas State Energy Office, Little Rock.

Spons Agency-Department of Energy, Washington, D.C.; Ozarks Regional Commission, Little Rock, Ark.

Pub Date Jun 81

Note-109p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Building Plans; Climate Control; *Construction (Process); Construction Costs; Energy; *Greenhouses; *Heating; Resource Materials; Site Selection; *Solar Radiation

Identifiers-*Arkansas; *Solar Heaters

Solar retrofits are devices of structures designed to be attached to existing buildings to augment their existing heating sources with solar energy. An investigation of how solar retrofits should be designed to suit the climate and resources of Arkansas is the subject of this report. Following an introduction (section 1), section 2 focuses on solar greenhouses. Topics discussed include the nature of solar greenhouses, site requirements and costs, sun motion and orientation, greenhouse-house connection, glazing, heat storage, winter/summer temperature control, greenhouse gardening, and construction notes. Case studies are also provided. Section 3 focuses on the fundamentals of solar air heaters, including modular solar air heaters, performance, and design methods. Section 4, focusing on batch solar water heaters, includes an introduction, brief history, design, performance, and limitations. Appendices include a glossary, references for solar greenhouses, air heaters and water heaters, lists of solar periodicals and solar information sources, and solar radiation data (including maps for each month, evaluation of solar radiation maps, and such technical information as tilt factors for various regions of Arkansas). (Author/JN)

ED222386 SE039490

Gaddy, Carol T., Ed.; Wells, Kathy, Ed.

Energy Information Resources.

Arkansas State Energy Office, Little Rock.

Pub Date 82

Note-155p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Books; Conservation Education; Directories; *Energy; *Energy Conservation; Environmental Education; Films; Fuels; Indexes; *Information Sources; Organizations (Groups); Periodicals; *Resource Materials; *Solar Radiation

Identifiers-*Alternative Energy Sources; *Arkansas; Energy Education

This document was published with the small energy user in mind--the student writing a term paper, the homemaker seeking tips on cutting utility bills, the elderly, farmers, small business owners, factory managers, and Arkansans in all walks of life. Although the volume contains a significant selection of books, magazines, films, and organizations dealing with the field of energy (especially conservation and renewable resources) it is not intended to provide exhaustive coverage of a topic on which new material is published daily. Following a list of publications available from the Arkansas Energy Office, annotated lists of books, directories, and films are provided. Entries in each of these three categories are grouped as general materials, conservation materials, solar energy materials, and materials on renewable/alternative resources. Each entry includes title, source, cost (if any), page numbers (or viewing time for films), annotation, and entry code. A list of audio-visual sources, detailed subject index (with code numbers), list of periodicals containing energy information (categorized by subject--general, conservation, solar energy, alternative/renewable resources), and governmental/non-governmental organizations publicizing and discussing aspects of the energy situation in the United States, are also provided. (Author/JN)

ED222387 SE039491

Gaddy, Carol T., Ed.; Wells, Kathy, Ed.
Energy Digest.
Arkansas State Energy Office, Little Rock.
Pub Date 82
Note-82p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Air Conditioning; Building Plans; *Climate Control; Conservation Education; *Electrical Appliances; Elementary Secondary Education; *Energy; *Energy Conservation; Environmental Education; *Greenhouses; Heating; Lighting; *Merchandise Information; Resource Materials
Identifiers-*Arkansas; Energy Education

This collection of reprints offers practical solutions, not readily available elsewhere, to everyday energy problems, such as high utility bills, insulating windows, getting more gas mileage, or buying a more efficient washer or refrigerator. The Arkansas Energy Office provides a weekly column of energy news and conservation tips to newspapers, trade journals, company newsletters, and interested individuals. Selected columns are provided in the first section. Topics include: industrial oil recycling/management; conservation in small business; conservation in farming; recycling; firewood; automobile conservation; electricity users; the envelope home; heat-pump efficiency; heat pumps; electric blankets; conserving natural gas; solar house plans; turbine vents; air-conditioners; and indoor pollution. The next sections provide information/tips on appliance energy conservation (washers, refrigerators, stoves, clothes dryers, air-conditioners, and dishwashers) and Energy Guides, followed by tips originally published by other states. These include science fair ideas, school tips, an energy checklist for buying a home, energy conservation in a rural home, the Audubon Energy Plan, and sample Energygrams published by Technical Information Center of the U.S. Department of Energy. Instructions for constructing a mobile home greenhouse, window insulation directory and addresses of state energy offices are also provided. (Author/JN)

ED222388 SE039493

LaHart, David, Ed.

Sunny Side Up in Science.

Seminole County Board of Public Instruction, Sanford, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date Sep 81

Note-114p.; For related documents, see SE 039 494-496.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Biological Sciences; Conservation Education; Elementary School Science; Elementary Secondary Education; *Energy; Energy Conservation; Interdisciplinary Approach; *Physical Sciences; Science Activities; Science Education; *Science Experiments; *Secondary School Science; *Solar Radiation

Identifiers-*Energy Education; Florida

Fossil fuels, upon which we now depend almost exclusively, are finite resources. Because the environmental problems inherent in large scale fossil fuel consumption are increasingly apparent, the reality of developing alternative energy sources must be faced. Solar energy is the obvious solution to the problem. It is a renewable, clean source that is infinite in supply. The purpose of this activity package is to enable students to discover the potential of the sun as an energy source. The activities, presented in eight units, are uniformly designed to incorporate the scientific method (posing a question and answering it through experimentation). The package is organized to include biological and physical science aspects of solar energy. The Seminole County science curriculum is covered by these two segments. The degree of difficulty varies in activities and in some instances a concept is presented twice, first in a simple format and then in a more complex framework. Activities/Experiments in the units focus on: nature of solar energy; solar collectors; concentrating solar energy; passive solar energy; solar stills; solar cells; and understanding bioenergy. The last unit contains additional energy activities. Materials needed, procedures, and questions are provided for each activity. (Author/JN)

ED222389 SE039494

LaHart, David, Ed.

Sunny Side Up in Language Arts.

Seminole County Board of Public Instruction, Sanford, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date Sep 81

Note-139p.; For related documents, see SE 039 493-496.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Conservation Education; Elementary School Science; Elementary Secondary Education; *Energy; Energy Conservation; *Interdisciplinary Approach; *Language Arts; *Language Skills; *Learning Activities; Middle Schools; Science Education; Secondary School Science; *Solar Radiation

Identifiers-*Energy Education; Florida

This Sunny Side Up activities book is a coupling of science and language arts materials that will assist middle school teachers in developing energy awareness while they are teaching language arts skills. The majority of exercises and activities are keyed to the basic reading and writing skills stated in the "Minimum Performance Standards for Florida Schools"; however, an enrichment section offers higher level skills. The activities (presented in four units) are designed to supplement regular language arts classroom materials and can be used with the teacher's current units as reinforcement or as review materials. Activities are designed to develop vocabulary skills (unit 1), reading skills (unit 2), and writing skills (unit 3). Enrichment activities are provided in unit 4. (JN)

ED222390 SE039495

LaHart, David, Ed.

Sunny Side Up in Social Studies.

Seminole County Board of Public Instruction, Sanford, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date Sep 81

Note-120p.; For related documents, see SE 039 493-496.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Conservation Education; Elementary Secondary Education; *Energy; *Energy Conservation; Environmental Education; *Interdisciplinary Approach; *Learning Activities; Life Style; Middle Schools; *Social Studies; *Solar Radiation

Identifiers-*Energy Education; Florida

Solar energy lessons for grades 6, 7, and 8 social studies classes are provided in this guide. Each lesson includes appropriate grade level(s), objectives, activities, and strategies for introducing and developing the lesson. In the first five lessons (the social scientist and conservation), students are introduced to the role of the social scientist by completing activities concerned with today's social problems. Students identify problems and the social scientist's role in solving them. Topics addressed in other lessons include: fuels; population and energy supply; solar energy research; energy ads; Florida climate; solar energy and climates; energetic locations; wind power; energy to get energy; energy and civilization; north wind and sun; solar folks; solar energy and ancient Greeks/Romans; solar energy--past and present; life with limited energy; lifestyles and energy; changing life patterns; changing societies; solar energy--people and sun; American Indians and the sun; energy conflict, energy on the farm; solar energy and exploration; solar energy and the American colonial period; solar inventions; energy, environment, and man; sun's influence on man's dwellings; energy demand and population; developing nations; and energy use in nations of the world. Rationale for including energy in social studies and teacher background information on the sun are also provided. (JN)

ED222391 SE039496

LaHart, David, Ed.

Sunny Side Up in Mathematics.

Seminole County Board of Public Instruction, Sanford, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Office of Environment Education.

Pub Date Sep 81

Note-134p.; For related documents, see SE 039 493-495.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Conservation Education; Elementary School Mathematics; Elementary Secondary Education; *Energy; Energy Conservation; *Interdisciplinary Approach; Learning Activities; *Mathematical Concepts; Mathematics; Mathematics Curriculum; *Mathematics Education; Middle Schools; Problem Solving; Secondary School Mathematics; *Solar Radiation

Identifiers-*Energy Education; Florida

Energy is a problem affecting all individuals. To help today's students understand the problem and become realistic decision-makers, materials have been developed by the Sunny Side Up (in Mathematics) program to introduce energy concepts into the mathematics curriculum. Objectives of the program are to: (1) provide highly effective practice in some basic concepts and skills in mathematics, with emphasis on real-life word problems; (2) provide students with skills to conserve natural resources for themselves and future generations; and (3) provide students with energy facts (focusing on solar energy) while increasing mathematical skills. The materials (including puzzles, projects, problems, and various activities) are designed to provide flexibility while fostering such mathematical skills as problem solving, computation with whole and rational numbers, graphing, and meter reading. Unit 1 focuses on whole numbers, fractions, decimals, and percents. Unit 2 contains various energy activities, with mathematical skills needed listed at the beginning of each section. Unit 3 uses energy facts/concepts to foster graphing skills. Unit 4 contains activities designed for independent study and enrichment. (Author/JN)

ED222392 SE039582

Federal Funds for Research and Development: Fiscal Years 1980, 1981, and 1982. Volume XXX. Detailed Statistical Tables. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C.

Report No-NSF-81-325

Pub Date 81

Note-183p.; Statistical Tables are of marginal legibility. For related document, see ED 199 098.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Computer Science; *Development; Engineering; *Federal Aid; *Financial Support; Higher Education; Industry; Mathematics; Public Agencies; *Research; *Research and Development Centers; Science Education; *Sciences; Technology

Identifiers-National Science Foundation

During the March through July 1981 period a total of 36 Federal agencies and their subdivisions (95 individual respondents) submitted data in response to the Annual Survey of Federal Funds for Research and Development, Volume XXX, conducted by the National Science Foundation. The detailed statistical tables presented in this report were derived from the survey. Research and development (R&D) totals in these tables are given in both outlays and obligations, and the R&D obligational data are distributed by character of work, performer, field of science (for research but not development), and Federal R&D support by state. Obligations for research performance at universities and colleges by field of science are also shown and R&D plant data are provided. The amounts reported for each year of the survey include the obligations or outlays incurred in that year, regardless of the time the funds may have been authorized, appropriated, or received by an agency and regardless of whether the funds are identified in an agency's budget specifically for research, development, or R&D plant. In the tables, data for 1980 are considered to be actual since they represent virtually completed transactions. Data for 1981 and 1982 are estimated since they do not represent final actions. (Author/JN)

ED222393 SE039599

Source Book of Projects, Science Education Development and Research. Fiscal Year 1980, with References to Earlier Years.

National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.

Report No-SE-81-80
Pub Date 81
Contract No-NSF-SED-81006
Note-227p.; For related documents, see ED 188 907 and SE 039 600.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Educational Research; Educational Researchers; Elementary Secondary Education; *Engineering Education; Higher Education; *Mathematics Education; *Program Descriptions; Research Directors; *Research Projects; *Science Education; Science Programs
Identifiers-Mathematics Education Research; *Science Education Research

This publication describes awards made in the National Science Foundation's Division of Science Education Development and Research in FY 1980, FY 1979, and in earlier years. Two indices are contained in the first section. The first index is a rotated title index to every award in the publication. Every significant word in each title is an entry point into the index. The second index is a standard keyword/phrase index for FY 1980 awards only, using ERIC descriptors as well as proper names. All projects awarded in FY 1980 in the Development in Science Education (DISE) and Research in Science Education (RISE) programs are listed in the second section. A summary description of each project is provided, along with the names and addresses of principal investigators, amount of funding, duration of the project, discipline, target audience, and descriptors. Projects are listed alphabetically by state and institution within each program, RISE and DISE. Titles and principal investigators of RISE and DISE projects funded in FY 1979 are provided (alphabetically by state and institution) in the third section. Separate lists of principal investigators by state and institution for 1979 and 1980 and an alphabetical list of principal investigators are provided in appendices. (Author/JN)

ED222394 SE039600

Source Book of Projects, Science Education Development and Research. Fiscal Year 1981, with References to Earlier Years.
National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
Report No-SE-82-80
Pub Date 82
Contract No-NSF-SED-82017
Note-225p.; For related documents, see ED 188 907 and SE 039 599.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Educational Research; Educational Researchers; Elementary Secondary Education; *Engineering Education; Higher Education; *Mathematics Education; *Program Descriptions; Research Directors; *Research Projects; *Science Education; Science Programs
Identifiers-Mathematics Education Research; *Science Education Research

This publication describes awards made in the National Science Foundation's Division of Science Education Development and Research in FY 1981, FY 1980, and in earlier years. Two indices are contained in the first section. The first index is a rotated title index to every award in the publication. Every significant word in each title is an entry point into the index. The second index is a standard keyword/phrase index for FY 1981 awards only, using ERIC descriptors as well as proper names. All projects awarded in FY 1981 in the Development in Science Education (DISE) and Research in Science Education (RISE) programs are listed in the second section. A summary description of each project is provided, along with the names and addresses of principal investigators, amount of funding, duration of the project, discipline, target audience, and descriptors. Projects are listed alphabetically by state and institution within each program, RISE and DISE. Titles are principal investigators only of RISE and DISE projects funded in FY 1980 are provided (alphabetically by state and institution) in the third section. Alphabetical listings of states (and under each state principal investigators and institutions) and principal investigators are provided in appendices. (Author/JN)

Pre-College Mathematics Education Using Computers. Development in Science Education. Project Awards Fiscal Years 1980 and 1981 and Selected Related Projects Supported in Earlier Fiscal Years.

National Science Foundation, Washington, D.C.
Report No-SE-82-51
Pub Date 81
Contract No-NSF-SED-82018
Note-33p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Science; Educational Research; Educational Technology; Elementary Secondary Education; *Federal Aid; *Grants; Higher Education; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Program Descriptions
Identifiers-Mathematics Education Research; *National Science Foundation

A listing of awards made by the Division of Science Education Development and Research (SEDR) of the National Science Foundation (NSF) during fiscal year 1980 and 1981 and selected related projects supported in earlier years is presented. All references made to actual award amounts are noted as subject to adjustment by financial statements prepared by NSF at the close of fiscal years reviewed. It is noted that purchase orders, funds for personnel as provided in the Intergovernmental Personnel Act, and International Travel Awards are excluded from the report. The document opens with a discussion of pre-college mathematics using computers, which looks at: (1) the role of the National Science Foundation; (2) changes that are possible; (3) the projects; and (4) the future. This portion considers questions such as: (1) What are some of the substantive improvements in the mathematics curriculum that the computer makes possible? (2) Can young children learn mathematics using computers? and (3) What new equipment seems to be useful? The bulk of the document is devoted to a presentation of project summaries. The table of contents refers to projects alphabetized first by states, and then by institutions within each state. (MP)

ED222396 SO013934

The Major Project in the Field of Education in the Latin American and Caribbean Region: Its Objectives, Characteristics, and Methods of Action.

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and Caribbean.

Pub Date 81

Note-20p.; Not available in paper copy due to marginal legibility throughout original document.

Available from-OREALC, Centro de Documentacion, Enrique Delpiano 2058, Santiago de Chile, Casilla 3187, Santiago, Chile (free).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Comparative Education; *Educational Improvement; Elementary Secondary Education; *Foreign Countries; Futures (of Society); Higher Education; International Programs; Lifelong Learning; Preschool Education; Program Descriptions; Program Development; Program Implementation

Identifiers-*Caribbean Islands; *Latin America

A major project intended to improve education in the Latin American and the Caribbean countries is described. Representatives from the various countries participated in intergovernmental meetings and reached an agreement that there was a need for a project to meet unsatisfied basic educational needs by the year 2000. The specific project objectives are: (1) to ensure that by 1999 all school-age children receive schooling and are provided with a minimum of 8 to 10 years' general education; (2) to eradicate illiteracy before the end of the century and to develop and extend educational services for adults; and (3) to improve the quality and efficiency of educational systems by carrying out the necessary reforms. The project will give priority to the least privileged population groups and will involve changes and innovations in the orientation, content, and methods of education. For example, heritage and cultural values will be taught and the teaching of science and technology will be improved. Each country's own efforts will be supported by intercountry, subregional, regional, and international cooperation. (RM)

ED222397 SO014236

Lemish, Peter S.

The Technical Approach and the Praxis Orientation to Curriculum Development.

Pub Date Mar 82

Note-43p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, March, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies; *Curriculum Development; *Educational Theories; Elementary Secondary Education; Higher Education; Teacher Role

Two approaches to curriculum development, the technical approach and the praxis orientation, are discussed. Curriculum specialists, textbook writers, and policy makers develop the formal curriculum as a plan which teachers implement. The most appropriate approach, according to the traditional literature, is the technical approach, the goal of which is to teach more content more efficiently with the greatest possible amount of student achievement. However, to understand the nature of the curriculum, we must look at what is implemented and experienced, not only to what is supposed to be implemented. In this view, it is the teacher who has the central role in curriculum development. As such, the praxis orientation, which emphasizes the importance of reflection and problem-oriented approaches to the educating process, becomes a more appropriate perspective for teachers than is the technical approach. Examples of how the praxis orientation may be extended to various forms of curriculum development are provided. Also included are two case studies showing how the technical approach and a praxis orientation were used in the design and development of an introductory college-level education program. (RM)

ED222398 SO014259

Mahlios, Marc C.

Teaching Conceptually Oriented Social Science Education Programs in the Elementary School.

Pub Date Apr 81
Note-22p.; Paper presented at the Annual Meeting of the New York State Council for the Social Studies (41st, Syracuse, NY, April 9-11, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Concept Teaching; *Curriculum Development; *Educational Objectives; Elementary Education; *Inquiry; Learning Processes; Process Education; *Social Studies; *Teacher Role

Approaches to elementary social studies education that focus on concept and inquiry learning are outlined. The basic goal of the teacher in concept teaching is to aid the student in developing relationships among factual learning, conceptualization, and personal behavior. Learning activities should focus on the process concept (i.e., one that is transferable and generalizable) rather than the descriptive concept which provides only partial factual material about complex human events. Teachers can teach process conceptualization by designing learning activities that consider the generalizability of concepts, how data can be presented by use of alternative media, how student growth will be evaluated, how the activity will aid students in conceptualizing human activity, and whether the activity is relevant to students. For example, one existing program focuses on the concepts of cultural change, cooperation, interdependence, causality, and differences. Finally, curriculum content should be drawn from organized scholarly disciplines, concentrate on methods of inquiry, and appeal to student imaginations. (KC)

ED222399 SO014263

United States Participation in the Pacific Circle Consortium. Final Report.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 10 Mar 82
Grant-NIE-G-81-0053
Note-10p.; Project No. 0-1531.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cultural Awareness; *Global Approach; International Education; International Educational Exchange; *International Programs; Program Descriptions; Technical Assistance
Identifiers-*Pacific Circle Project

The goal of the Pacific Circle Project is to improve international and intercultural understanding among the people and nations of the Pacific. Consortium member countries are Australia, Canada, New Zealand, and the United States. Within the countries are chosen member institutions. Two major types of activities of the consortium are the exchange of information, materials, and personnel among members in areas of mutual interest and concern and the development of educational materials and processes with a multicultural perspective. Major projects are concerned with developing materials to teach about the Pacific Ocean, collecting existing materials and organizing them into new materials for teaching about the Arctic and Southern Ocean, and providing opportunities for students and teachers to exchange materials and ideas and to make personal contacts. In addition to the projects, a number of cooperative activities are being conducted. For example, in Japan and Australia instructional films are being translated and adapted for use in both countries. All activities proposed for NIE grant support during the period March 1981 to March 1982 were successfully completed: an annual meeting and a workshop were held; issues of a newsletter were produced; and the bylaws were revised. (NE)

ED222400 SO014264

Positivist Philosophy and Research on Human Spatial Behavior.

Pub Date Apr 82

Note-14p.; Paper presented at the Annual Meeting of the Association of American Geographers (San Antonio, TX, April 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Science Research; Epistemology; *Human Geography; Philosophy; *Research Methodology; *Scientific Methodology; *Spatial Ability

Identifiers-*Logical Positivism

Positivist methodology, with an emphasis on quantification and measurement, is the most effective approach to behavioral research in geography and is the only means to obtain valid knowledge. Although initial behavioral research in geography was centered on positivist tradition, many of the classic tenets have been replaced. Tendencies toward physicalist and reductionist interpretations of human behavior have lost most of their strength, and the image of the scientist as the passive observer of an objective reality has given way to studies based on the interaction between the researcher and the conscious human subject. Finally, the traditional positivist separation of fact and value is no longer possible to maintain. What remains after these tenets have been disposed of, however, are standards of clarity, consistency, and rigor in the development of argument and the conduct of inquiry. This analytic mode of discourse offers the closest one may come to a public, interpersonal, intersubjective mode of communication. Adoption of a positivist mode of thought has enabled geographers to interact more freely with researchers in many other disciplines. (KC)

ED222401 SO014265

Kent, Mary Mederios; Larson, Ann

Family Size Preferences: Evidence from the World Fertility Surveys. Reports on the World Fertility Survey No. 4.

Population Reference Bureau, Inc., Washington, D.C.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Population.

Pub Date Apr 82

Contract No-AID/DSPE-C-0024

Note-49p.; Some figures may not reproduce clearly due to small print type and print on a colored background.

Available from-Population Reference Bureau, Inc., Circulation Department, 1337 Connecticut Avenue, N.W., Washington, DC 20036 (free but $1.00 handling and postage charge).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Birth; *Children; *Contraception; *Developing Nations; Family Attitudes; Family Planning; *Mother Attitudes; Population Trends; Social Science Research

Identifiers-Africa; Asia; Caribbean; *Family Size; Latin America; Pacific Region

This fourth report from the World Fertility Survey examines family size preferences in 23 developing countries in which current levels of fertility have contributed to rapid population increases. Data were collected from approximately 5,000 women in countries in Asia and the Pacific, Latin America and the Caribbean, and in one African country. All ever-married women were asked to name their ideal family size and currently married fecund women were also asked whether they wanted to have another child. Preferred family size is high when compared to industrial nations and higher among women with background characteristics associated with higher actual fertility and who were less educated and rural. Also, ethnic and religious group affiliation had some effect on the size of the family desired. Knowledge of contraceptives was slightly higher among women who wanted no more children and lower among women who were undecided about future childbearing. Finally, the difference in contraceptive use by educational level and urban/rural residence was small among women who wanted no more children, indicating that the desire for no more children provides motivation for fertility control. (KC)

ED222402 SO014266

Lappe, Frances Moore; And Others
Aid as Obstacle: Twenty Questions about Our Foreign Aid and the Hungry.
Institute for Food and Development Policy, San Francisco, Calif.
Report No-ISBN-0-935028-07-2
Pub Date 81

Note-199p.; Photographs may not reproduce clearly.
Available from-Institute for Food and Development Policy, 1885 Mission Street, San Francisco, CA 94103 ($4.95, quantity discounts available).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Developing Nations; Financial Support; *Foreign Policy; *Hunger; *International Programs; *Poverty; Power Structure; World Problems

Reasons why U.S. foreign aid fails to alleviate hunger and poverty are discussed and a solution to the problem is presented. The United States now channels more foreign aid than ever to the world's poor and hungry through the Agency for International Development, food aid programs, the World Bank, and other multilateral aid agencies, which report that U.S. development assistance programs are meeting the basic needs of the poor people in the developing countries with "appropriate technology" and by "raising small farm productivity." However, research shows that the cause of hunger and rural poverty is not scarcity of agricultural resources or lack of modern technology, but rather the increasing concentration of control over food-producing resources in the hands of a few people. U.S. foreign assistance fails because it is based on the fundamental fallacy that aid can reach the powerless even though channeled through the powerful. The bulk of U.S. aid flows not to the countries with the greatest poverty but to those with some of the world's most repressive regimes. If U.S. programs are to be effective, they must bring the poor into development and halt all economic and military support for elitist governments. (RM)

ED222403 SO014269

Economics 301.
Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-050-1
Pub Date Sep 82
Note-126p.; This guide is a replacement of the temporary revision of 1976.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Business Cycles; *Business Education; Curriculum Guides; *Economics Education; Educational Objectives; Foreign Countries; Fundamental Concepts; Inflation (Economics); *Interdisciplinary Approach; Learning Activities; Secondary Education
Identifiers-Macroeconomics; Manitoba

The purpose of this one-credit economics course for secondary schools in Manitoba (Canada) is to help students develop skills in business education and to provide them with basic information about how the Canadian economic system affects business, government, and the individual. The course requires 110 to 220 hours of instruction. Students study basic economic concepts; the market system; macroeconomics; government and the economy; business cycles, inflation, and unemployment; the international economy; and the economy of Manitoba. The guide contains an outline of course goals and objectives, teachers' notes and suggested activities, and suggested materials for each goal and objective. Activities involve students in reading and discussing textbook selections, developing outlines on economic topics, preparing bulletin boards, doing library research, and participating in debates and panel discussions. Also included is a list of approved textbooks which can be used to teach various parts of the course, a bibliography, and overhead transparency masters for course use. (RM)

ED222404 SO014270

Glynn, Mary T.; And Others

American Youth and the Holocaust: A Study of Four Major Holocaust Curricula.

National Jewish Resource Center, New York, NY.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 15 Oct 82

Note-186p.

Available from-National Jewish Resource Center, 250 West 57th St., Suite 216, New York, NY 10107 ($4.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Case Studies; Course Content; Curriculum Evaluation; Educational Research; *Nazism; Program Descriptions; Program Development; Program Evaluation; Secondary Education; Student Evaluation; Teaching Methods

Identifiers-*Holocaust

The organization, instruction, and effect of Holocaust instruction at the secondary level in four public school districts--Brookline, Massachusetts; Great Neck, New York; New York City; and Philadelphia, Pennsylvania--are investigated. The report consists of five chapters. Chapter 1, on the methodology, discusses how the data were collected through questionnaires and interviews. Chapter 2 contains case studies describing the programs. The four school districts provide many examples of the prospects for Holocaust curricula in various educational settings. Information is provided on the origin, teacher training, rationale, audience, developers, and content organization for each program. Chapter 3 discusses the instruction used in each of the four programs. Themes and goals, perceived effects on students, and the teaching methods used are examined. Chapter 4 describes the effect that the Holocaust education programs had on the students. Chapter 5 contains the conclusions. Overall, students gained new factual information and developed a more comprehensive understanding of the factors accounting for the Holocaust. Results also showed that students' exposure to the Holocaust did not shatter their moral structures or rupture their patterns of judgments. (RM)

ED222405 SO014282

McLain, Douglas, Jr.

United States Security and the Soviet Challenge. Report of a Wingspread Briefing (Racine, Wisconsin, June 29, 1978).

Department of State, Washington, D.C.; Johnson Foundation, Inc., Racine, Wis.; Wisconsin Univ., Milwaukee. Inst. of World Affairs.

Pub Date 79

Note-25p.

Available from-Johnson Foundation, 33 East Four Mile Road, Racine, WI 53401 (free).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Civil Defense; Conflict; Cooperation; *Diplomatic History; *Disarmament; Foreign Policy; *International Relations; National Defense; *Nuclear Warfare; Treaties

Identifiers-*National Security; Strategic Arms Limitation Talks; *United States; *USSR

Six presentations, an introduction, and a summary discussion are included in this publication, which focuses on the various complex factors involved in the negotiation of arms control agreements with the Soviet Union. Titles of the six presentations are: (1) Critical Issues in the United States-Soviet Relationship; (2) Basic Elements of Strategic Theory: Military Relations in a Nuclear World; (3) United States Defense Capability; (4) A Closer Look at Soviet Capabilities; (5) Strengthening United States Security Through SALT; (6) How to Tell a Good SALT Treaty from a Bad One; and (7) Citizen Involvement in the SALT Debate. A concluding section contains questions and topics covered in panel discussions. Questions and topics were related to a basic proposition that strategic arms limitation agreements could enhance world security by restraining additional development of the mutually deterrent nuclear weapons systems of the United States and the Soviet Union. (NE)

ED222406 SO014287

Konrad, Victor

Retrospect and Respect for the Past. Revised.

Pub Date Sep 82

Note-17p.; Paper presented at the Annual Meeting of the Association of American Geographers, Special Session on "Uses and Misues of the Past," (San Antonio, TX, April 26, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Change; *History; North American History; *Preservation; *Public Opinion; Research Needs; *Social Attitudes

The movement toward preservation of historical sites and objects has shifted from professional preservationists to a diverse population of individuals. Allegiance to the past has given way to recreating the past. Historical discovery occurs, for example, through visits to restructured historic sites where activities illustrate notions of how life must have been. Authenticity and documentation have been replaced by the fun and recreation of visiting such places. Heritage marketing now dominates the housing market and one can even purchase strains of seeds to recreate a 19th century garden. Direct experience of the past occurs through festivals in which communities return to costumes and customs of 100 years ago. The challenge, then, is to align preservation policies with the way people view the past. In order to create some order from these chaotic activities, the professional preservationist needs to understand the full impact of our sense of the past, based both on group heritage and individual experiences. (KC)

ED222407 SO014288

Thompson, Doug

As Boys Become Men: Learning New Male Roles.

Colorado Univ., Denver. Inst. for Equality in Education.
Spons Agency-Department of Education, Washington, DC.
Pub Date Sep 80
Note-75p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Communication (Thought Transfer); Fathers; Females; Language; Learning Activities; *Males; Mass Media; Parent Role; Secondary Education; Sex Bias; Sex Differences; *Sex Role; *Stereotypes

Designed for use in junior and senior high schools, this booklet focuses on the male role stereotype. Each of the eight sections contains activities, student objectives, and background information: (1) "What's Feminine and What's Masculine?" examines male and female sex role stereotypes; (2) "A Real Man" evaluates male role stereotypes; (3) "Men in the Media" examines how the media define and enhance the male role; (4) "Male Talk" focuses on sexism in language and male communication styles; (5) "The World of Work" deals with sex role stereotyping in career choice and work preference; (6) "Foul" explores the male role in competitive athletics; (7) "Fathers and Children" examines perceptions of fatherhood; and (8) "Emotions, Relationships, and Beyond" discusses intimate aspects of the male role. Activities involve students in completing sentences, filling out opinion roles about men, writing short essays, analyzing men's roles in movies, evaluating advertisements, reading and analyzing novels, and writing endings for situations. Included in the appendices are a bibliography of selected works on men and masculinity and reading selections on the male role stereotype. (RM)

ED222408 SO014289

Prosser, H. L.

Teaching Race-Ethnic Relations Through Science Fiction in Senior High School Social Studies.

Pub Date Jun 82

Note-24p.; M.S. Thesis, Southwest Missouri State University.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Discussion (Teaching Technique); Ethnic Bias; Evaluation Methods; *Interdisciplinary Approach; Racial Bias; *Science Fiction; Secondary Education; *Sociology; Student Interests; *Student Motivation; Teaching Methods; Units of Study

A rationale and suggestions for teaching 12th grade sociology using Ray Bradbury's novel "The Martian Chronicles" are presented. The conceptual material found in a high school sociology textbook is not always exciting and stimulating to read, but with a science fiction work that supplements this conceptual material, the motivation for learning can increase. The story "Ylla" can be used as a motivational technique as part of a unit on race-ethnic relations. The story contains the three dominant race-ethnic themes: alien, inferior race, and minority figure. "Ylla" makes a poignant commentary on the question of race-ethnic relations from the perspective of what they may be on another world. Students will be attracted to this story because of their interest in outer space and because the story allows them to become involved in reaching solutions to the problems faced by these space-age characters. Possible discussion and testing questions that a teacher could use to motivate students are suggested. (RM)

ED222409 SO014290

Foss, Karen A.

Origins of Contemporary Feminism: Source of Difficulty for the Equal Rights Amendment.

Pub Date Jun 82

Note-30p.; Paper presented at the National Women's Studies Association Conference (Arcata, CA, June, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Strategies; *Feminism; Negative Attitudes; *Organizations (Groups); *Persuasive Discourse; *Sex Discrimination; *Social Action; Social History

Identifiers-*Equal Rights Amendment; National Organization for Women; Womens Equity Action League

A survey of the methods of three feminist organizations offers general explanations for the failure of the Equal Rights Amendment (ERA). Limited to the emergence phase (1966-70) of the organizations, the survey examines the National Organization of Women (NOW), the Feminists, and the Women's Equity Action League (WEAL) in terms of their definition of the major obstacle to be confronted, central goal, blueprint for the future, and methods of communication within and without their organizations. NOW specified sex discrimination as the major obstacle. Its goal was to reform the legislative status of women to ensure future equality. For the Feminists, man and his oppressive institutions were to be overcome. The goal was revolution and future equality for all human beings. WEAL perceived its major obstacle as sex discrimination. Its central goal was "responsible rebellion" with a view toward dignity for all humans. The groups' forms of discourse consisted of brochures, general releases, letters and memos, conference reports, and essays. They assumed easy passage of the ERA and their increased radicalization damaged their ability to secure its passage. (KC)

ED222410 SO014291

Foss, Sonja K.

Autopsy of the Equal Rights Amendment: Failure to Meet Opposition Rhetoric.

Pub Date Jun 82

Note-13p.; Paper presented at the National Women's Studies Association Conference (Arcata, CA, June 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Civil Rights; *Females; Feminism; *Negative Attitudes; *Persuasive Discourse; Political Influences; Sex Discrimination; *Social Values

Identifiers-*Equal Rights Amendment

The failure of the supporters of the Equal Rights Amendment to understand the rhetoric and world view of its opponents resulted in the defeat of the amendment. The opponents of the ERA had six arguments: women are not discriminated against; women will be drafted; protective labor laws will be eliminated; the ERA will destroy tradition regarding support, alimony, and child custody; legislation already exists to do what the ERA will do; and the ERA will require men and women to use the same restrooms. Opponents characterized proponents as radical militant "libbers" who are aggressive and unrepresentative of American values. Strategies of ERA proponents violated the world view of its opponents and of male legislators, that women should remain in their proper sphere, the home, perform wifely duties, and ultimately be placed on a pedestal. Supporters could have emphasized that protective labor laws should apply to husband as well as wife, that existing legislation is not comprehensive and can be repealed, and that the ERA doesn't suggest there are not differences between the sexes, only that an individual cannot be penalized for a difference. The two conflicting rhetorical worlds had no common ground. (KC)

ED222411 SO014295

Chomsky, Noam

Myth and Ideology in U.S. Foreign Policy: East Timor and El Salvador.

Pub Date 82

Note-32p.; Photographs and charts may not reproduce clearly.

Available from-East Timor Human Rights Committee, Box 363, Clinton Station, Syracuse, NY 13201-0363 ($0.60, 10 or more, $0.40).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Citizenship Responsibility; *Developing Nations; *Foreign Policy; *Government Role; *Propaganda

Identifiers-East Timor; El Salvador

Citizens of a democracy have the responsibility to free themselves from the prevailing system of propaganda and ideology that the United States uses when intervening in developing nations. The U.S. government's propaganda system determines the "legitimate" questions to be discussed and the national press often fails to consider more than these questions. For example, serious discussions focus on whether El Salvador guerillas have 200 tons or 180 tons of arms rather than on the massive assault against the population by the United States. Further, one must examine the commitment of the United States to support the massacre and oppression in East Timor as a result of its relationship with resource-rich Indonesia. U.S. citizens must try to discover the facts while understanding that the responsibility for tragedies such as East Timor lies with the United States. They must also realize that such tragedies form part of a global and historical pattern. (Author/KC)

ED222412 SO014296

Kase-Polisini, Judith; And Others

Arts Education Inservice Training Project for Curriculum Specialists and Other Administrators. Final Report.

Arts Council of Tampa-Hillsborough County, FL.; Hillsborough County Board of Public Instruction, Tampa, Fla.; University of South Florida, Tampa. Coll. of Education.

Spons Agency-Department of Education, Washington, DC.

Pub Date Aug 82

Note-293p.; Funding was provided by the Arts Education Program. Some pages in the appendices may be marginally legible.

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Architecture; *Art Education; Curriculum Development; Dance; Educational Change; Educational Needs; Educational Objectives; Educational Strategies; Elementary Secondary Education; Film Production; *Inservice Teacher Education; Models; Music; Photography; Program Descriptions; Program Evaluation; Theater Arts; *Workshops; Writing (Composition)

Identifiers-*Artists in Schools Program

An evaluation of the Artists-in-the-Schools (AIS) Program of

Hillsborough County, Florida, showed that there was a need for more communication between AIS and the schools. Therefore, an arts education program was designed and implemented by AIS staff. Invited participants included curriculum specialists, principals, supervisory personnel, school board members, all artists employed for the AIS Program, and state officials. Six 1-day workshops were held during the school years 1981-82 to provide participants with an orientation to the AIS Program areas and insight into creativity and aesthetic experience; "hands-on" experiences in arts education; and ideas for integrating the AIS Program into their school programs. The developers wrote performance objectives for each workshop and then designed rating scales to measure these objectives. General evaluation results showed that 60 percent of the participants received enough information to design an AIS Program for their schools and communication between AIS and other educators improved. (Handouts, evaluation instruments, and sample action plan worksheets are appended.) (NE)

ED222413 SO014298

Peters, Richard O.

India: A Land of Contrasts. How to Develop Pro-Active Action Student Awareness and Understanding about the Third World in South Asia.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

Pub Date Sep 82

Note-25p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Critical Thinking; *Cultural Awareness; *Decision Making; *Developing Nations; Elementary Secondary Education; *Global Approach; Learning Activities; Models; Social Studies

Identifiers-*India

This document presents a critical thinking/decision-making model to help students in grades K-12 understand East Indian culture. It is divided into three sections. Section 1 provides background information about India from the 15th century BC to the present. It briefly discusses religion, independence, political organization, social institutions, industry, population, and agriculture. Section 2 presents a "pro-active action model" (PAM) which consists of strategies to affect student perceptions and understandings. The model begins with student perceptions based on previous knowledge, skills, and attitudes. The final step is accomplishment of a goal. The third section contains a sample unit on India for grades 3 through 12 and an example of the pro-active model. Students view films, hear resource speakers, examine maps and artifacts, make a relief map, and study religions, urbanization, and the monetary system. Using the PAM model, students role play government officials and experts who must plan ways to avoid a famine brought on by crop failure. (KC)

ED222414 SO014300

Cortes, Carlos E.

Historians and the Media: Revising the Societal Curriculum of Ethnicity.

Pub Date 81

Note-8p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiences; *Cultural Images; *Ethnic Groups; Film Production; Historiography; *History; *Mass Media; *Professional Development; Television

Because the media have a powerful and pervasive influence on the way all people perceive ethnic groups, historians need to become directly involved in media presentations. Historians have four general roles when working with the media: as researchers/writers, as media interviewees and commentators; as historical experts for media presentations, and as media creators. In the role of media creator the historian contributes his knowledge and understanding of the past, provides a larger context within which to frame the specific event being portrayed, and creates effective metaphors of the ethnic experience. However, historians, by the nature of their training, must be aware of their lack of media literacy, of the viewing audience (an audience which differs greatly from a reading audience), and of their own fascination with historical detail and insistence on total factual accuracy. Above all, historians must realize that audiences view productions with preconceived notions, particularly those concerning ethnicity. History is best served when the historian/media producer begins with his own vision of the experience he wishes to portray and then determines which elements of that experience communicates its essence. (Author/KC)

ED222415 SO014302

AFS Orientation Handbook. Second Edition.
AFS International/Intercultural Programs, Inc., New York, N.Y.
Pub Date 82
Note-57p.; Prepared by the Research Department.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cultural Awareness; Cultural Exchange; Culture Contact; High Schools; *Intercultural Programs; *International Programs; *Orientation; Orientation Materials; *Student Exchange Programs; *Study Abroad

Ideas and approaches are suggested for the orientation of high school students involved in the international/intercultural programs sponsored by the American Field Service (AFS). The nine documents presented may be copied or adapted for use by AFS national offices as they develop their own materials for orientation of students, host families, and natural

families. The first four documents deal with pre-departure orientations. They include a student handbook, a sample bulletin containing host country information for students, a letter to host parents, and a handbook for hosting schools. Documents 5 through 7 deal with orientations during the experience. There is a booklet containing suggestions for newly arrived students and two letters, one to be sent to natural parents after the student departs and one to be sent before the student returns home. The last two documents are a self-assessment questionnaire for students and some questionnaire items to help post-return adjustment. Additional suggestions include a quiz for host parents, ways to help students discuss national or global issues, and an activity to help students from different cultures get acquainted with one another. Included is an annotated bibliography. (RM)

ED222416 SO014304

Meissner, David

Mexico-United States Relations. Report of a Wingspread Symposium (Racine, WI, March 25-27, 1979).

International Press Inst., Pittsburgh, Pa.; Johnson Foundation, Inc., Racine, Wis.

Pub Date Mar 79

Note-29p.; For a related document, see SO 014 305. Photographs may not reproduce clearly in microfiche or paper copy. Sponsored by the American Committee of the International Press Institute.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Economic Development; Energy; Exports; *International Relations; *Mexican American History; *Migration; *Press Opinion

Identifiers-*Mexico; *United States

Members of the U.S. and Mexican media, government officials, academics, and representatives of private organizations met to discuss issues and concerns of both countries. Topics included energy, trade and development, migration, bilateral governmental relations, and the role of the press in these affairs. Mexico's oil and natural gas reserves were discussed; Mexico viewed its energy potential as a way to balance the expansion of its petroleum output with its overall industrial growth; the United States viewed the reserves as an energy issue. Illegal Mexican migration was considered by Mexicans as a brain and muscle drain; the United States saw the instituting of a regularized guest worker program as one solution to this problem. Regarding trade and development, Mexico was seen as having more status as a world trading nation because of its development and control of natural resources. In discussions of bilateral governmental relations, the perceptions held of each other, the lack of communication over the years, and the need for consistent policy were considered. The media bear a heavy responsibility for building understanding and cooperation between the two countries. (Author/NE)

ED222417 SO014305

Harris, Robert

United States-Mexico Communication Media Symposium. Report of a Wingspread Conference (2nd, Oaxtepec, Mexico, November 13-16, 1979).

International Press Inst., Pittsburgh, Pa.; Johnson Foundation, Inc., Racine, Wis.

Pub Date Apr 81

Note-29p.; For a related document, see SO 014 304. Photographs may not reproduce clearly in microfiche or papercopy. Sponsored by the American Committee of the International Press Institute and Asociacion de Editores de Periodicos Diarios de la Republica Mexicana with assistance from the Mexican Social Security Institute.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Economic Development; Energy; Exports; *International Relations; *Mexican American History; *Migration; *Press Opinion

Identifiers-*Mexico; *United States

Representatives of the media of the United States and Mexico discussed issues concerning the expanding interdependence of the two countries, including trade and development, energy, migration, bilateral and regional relations, and the role of the press in these affairs. Some suggested perspectives include (1) images of the past are the biggest source of misunderstanding between the two countries; (2) many Mexicans believe that the United States is mainly interested in Mexico for its oil reserves; (3) immigration is the single most pressing factor in bilateral relations, and the problem can't be erased through unilateral measures; (4) news services prejudice many issues in the bilateral relationship; (5) Mexico is having an increased impact on its neighbors and is fourth on the list of U.S. trading partners; and (6) U.S.-Mexican relationships have benefited from the perceptions of equality and nondependence. The symposium provided opportunities for increasing understanding between Mexico and the United States and for diminishing the misperceptions that have hampered these relations. (Author/NE)

ED222418 SO014308

Maddux, Jeffrey Dean

Geography: The Science Most Affected by Existing Sex-Dimorphic Cognitive Abilities.

Pub Date Apr 82

Note-16p.; Paper presented at the Annual Meeting of the Association of American Geographers (San Antonio, TX, April 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Cognitive Ability; Cognitive Measurement; Elementary Secondary Education; Females; *Geography; Higher Education; Males; *Sex Differences; *Spatial Ability; *Verbal Ability

Although the most desired attributes of a geographer are spatial perception and verbal ability, research reveals that each sex consistently demonstrates superiority in only one of the abilities. In the United States females score significantly higher in verbal abilities and males score significantly higher in spatial abilities. The differences are attributed either to cultural or physiological causes; in either case the possibility of effecting change is remote. The implications for the discipline of geography are far reaching. One must question whether geography is destined to remain a small science because of the lack of people who possess the appropriate dual cognitions. Geographers must be concerned with whether one of these abilities is more important than the other and whether geography has a lower potential for producing top quality work than other sciences. Finally, although geographers must look for those few individuals with a high degree of verbal and spatial ability, they must also be aware that learning experiences can modify existing situations. (KC)

ED222419 SO014309

Lazar, Ineke Maria

Management of Aggression in a Male-Dominated Culture: Samoan Migrant Women in Distress.

Pub Date Jun 82

Note-17p.; Paper presented at the National Women's Studies Association Conference (Arcata, CA, June, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aggression; *Cultural Traits; Emotional Adjustment; Ethnic Groups; *Females; Males; Mental Disorders; *Sex Role; *Stress Variables

Identifiers-*Samoans

"Spirit possession" of Samoan women is a subconscious channel for venting aggression in a male-dominated society. Research conducted in the Los Angeles Samoan community which retains many of its traditional Samoan values showed that authority and allocation of resources are vested in men; women take care of children and home and are often socially isolated. Although tradition allows men to resort to drunkenness as an outlet, women are not even allowed to express anger. Further, tight conformity to rigid sex roles among Samoan women creates a greater amount of stress. Their culture does, however, provide a culturally accepted mechanism for the release of tension and for managing aggression for Samoan females through "spirit possession." When possessed the females move convulsively and behave violently. Normal sex roles are suspended and the woman is constantly cared for by her family. Spirt possession is an affliction solely of Samoan females and cannot be consciously attempted; it is a construct of the ethnic unconscious.

Local medical professionals need to understand the cultural significance of possession in order to respond with an effective mental health program. (KC)

ED222420 SO014310

Courtney, Alice E.; Whipple, Thomas W.

Canadian Perspectives on Sex Stereotyping in Advertising.

Canadian Advisory Council on the Status of Women, Ottawa (Ontario).

Pub Date 78

Note-101p.; Some pages may be marginally legible.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Advertising; Feminism; *Mass Media; *Media Research; Sex Bias; *Sex Role; *Sex Stereotypes; Social Bias; Television Commercials

Identifiers-*Advertising Industry; Canada

Based on research findings that sex stereotyping used for product commercials is offensive and often ineffective, recommendations for change have been proposed to the advertising industry. Women, in particular, have been portrayed in advertising in traditional domestic roles, emphasizing the consumer role, especially in television advertising. Advertisers continue to show stereotyped roles because they believe that this sells products better. Findings indicate, however, that advertising using liberated roles is more effective and less irritating to consumers. A review of the advertising industry's self-regulation bodies in Canada, the United States, and Great Britain states that although the problem of sex stereotyping has been recognized and guidelines established, the subject is of low priority and regulation is not mandatory. Recommendations stress the need for use of improved measures to analyze the content of advertisements; use of social and economic indicators to measure impacts of sex stereotyping; and development of specific strategies aimed directly at advertisers. Included are reviews and recommendations of Canadian and United States advisory boards and a number of tables on the existence and criticisms of sex stereotyping in advertising. (BY)

ED222421 SO0143[illegible]2

Sohn, Louis B.; Roosevelt, Curtis

Human Rights: 1948-1978--Changing Perceptions. A Wingspr[illegible]rence.

Commission to Study the Organization of Peace, New York [illegible]

Pub Date Dec 78

Note-50p.; Some pages are marginally legible; photogra[illegible]nd small print type may not reproduce clearly.

Available from-Johnson Foundation, 33 East Four Mile Road, Racine, WI 53402 (free).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Civil Liberties; Developed Nations; Developing Nations; Freedom of Speech; Global Approach; *Social Change; World Problems

Identifiers-Freedom

Conference participants examined the attitudes toward human rights which led to the drafting of the Universal Declaration of Human Rights in 1948, as compared to today's perceptions of the meaning of human rights. Using Franklin D. Roosevelt's "Four Freedoms" as a point of departure--freedom of speech and expression, freedom of every person to worship in his own way, freedom from want, and freedom from fear--the participants examined the declaration to ascertain its applicability to today's world situation. Factors in today's world situations which might change the picture were examined. For example, there is a new balance between national sovereignty and global concerns. But new tensions are created by many problems such as over-population, hunger, and the effects of industrialization. To deal with these issues will require some important changes in 30-year-old perceptions in the field of human rights. A second major aspect of today's human rights picture is the public attention brought to this issue by the Reagan administration. There are many questions in the public mind regarding the U.S. stance vis-a-vis human rights, such as, Are we trying to impose our views on human rights on others' domestic policies? (Author/RM)

Lipman, Matthew
Kio and Gus.
Montclair State Coll., Upper Montclair, N.J. Inst. for the Advancement of Philosophy for Children.
Spons Agency-Rockefeller Foundation, New York, N.Y.
Report No-ISBN-0-916834-19-0
Pub Date 82
Note-80p.
Available from-First Mountain Foundation, Box 196, Montclair, NJ 07042 ($6.50).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Abstract Reasoning; Blindness; *Concept Teaching; Elementary Education; Ethical Instruction; *Language Acquisition; *Moral Development; *Philosophy; Social Studies

Part of a series of philosophical readers, this story for elementary school children presents two characters, Kio and Gus, who are sensitive to ideas, language, and the world around them. The book consists largely of dialogue as each character narrates his/her story. In the course of a summer, Kio visits his grandfather's farm and befriends Gus, who is blind. Gus helps Kio become aware of the world as the blind experience it and of the creative activities of those who are blind. Concepts presented include contrasts between fantasy and reality, fear and courage, saying and doing, and truth and beauty. (KC)

ED222423 SO014314

Lipman, Matthew; Smith, Theresa L., Ed.

Pixie.

Montclair State Coll., Upper Montclair, N.J. Inst. for the Advancement of Philosophy for Children.

Spons Agency-Rockefeller Foundation, New York, N.Y.

Report No-ISBN-0-916834-17-4

Pub Date 81

Note-98p.; For a related document, see SO 014 315.

Available from-First Mountain Foundation, Box 196, Montclair, NJ 07042 ($6.50).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Abstract Reasoning; *Ambiguity; *Concept Teaching; Elementary Education; Ethical Instruction; Figurative Language; Grade 3; Grade 4; Interpersonal Competence; *Interpersonal Relationship; *Moral Development; *Philosophy

Students in grades three and four are introduced to the concepts of abstract reasoning, ambiguity, and interpersonal relationships in this philosophic reader. The story involves mystery and myth and works with literary techniques of similie and metaphor. Pixie is introduced as a precocious character who is impatient with other people, a tease, and a mimic. While she lectures to other people she unknowingly makes blunders, yet she possesses a certain degree of self-knowledge and insight. Incidents in the story such as a breakfast-time quarrel focus on family relationships and the difference between right and wrong. The "Pixie" course deals with strengthening the awareness of relationships (logical, social, familial, aesthetic, causal, part-whole, mathematical, etc.) as well as the competence in dealing with such relationships. An attempt to dress in the dark illustrates how perplexing a person's experience can be and how distorted perceptions can become. In the final chapters, four people retell the story that Pixie has told them, introducing students to the difference between individuals who create stories and those who are story tellers. (KC)

ED222424 SO014315

Lipman, Matthew; Sharp, Ann Margaret

Looking for Meaning. Instructional Manual to Accompany "Pixie".

Montclair State Coll., Upper Montclair, N.J. Inst. for the Advancement of Philosophy for Children.

Spons Agency-Rockefeller Foundation, New York, N.Y.

Report No-ISBN-0-916834-18-2

Pub Date 82

Note-392p.; For a related document, see SO 014 314.

Available from-First Mountain Foundation, Box 196, Montclair, NJ 07042 ($30.00, loose leaf notebook, hardbound).

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-*Abstract Reasoning; *Ambiguity; *Concept Teaching; Elementary Education; Ethical Instruction; Figurative Language; Grade 3; Grade 4; Interpersonal Competence; *Interpersonal Relationship; *Moral Development; *Philosophy

Designed to accompany "Pixie," a philosophy reader for students in grades three and four, this instructional manual presents discussion plans, games, philosophical activities, and reasoning exercises so that the concepts in the reader can be readily operationalized in the classroom. The "Pixie" program focuses on abstract reasoning, ambiguity, and interpersonal relationships. The manual is divided into 11 sections, corresponding to the chapters in "Pixie." Each section provides a summary of the chapter followed by discussion questions, exercises, a teacher evaluation form, student evaluation forms, and notes on successful exercises. Students identify ambiguous words, create endings to mystery stories, analyze people's feelings, list likes and dislikes, and discuss differences between a word and its symbol. Discussions include feelings about being alone, spatial relationships, rules in families, differences in animals and people, and the significance of names. Students also construct similies and analogies. (KC)

ED222425 SO014316

Activities in Bilingual, Multicultural, International and Global Education (11th Annual Report).

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.

Pub Date 82

Note-12p.; Not available in paper copy due to colored pages throughout original document.

Available from-I.N. Thut World Education Center, Box U-32, School of Education, University of Connecticut, Storrs, CT 06268 (free).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education; Conferences; Curriculum Development; Elementary Secondary Education; *Global Approach; Higher Education; *International Education; *Multicultural Education; Professional Services; Program Descriptions; Seminars; Teacher Education; Teacher Workshops

Identifiers-*Thut (I N) World Education Center CT

Four sections comprise this report: (1) a mission statement of the I.N. Thut World Education Center (TWEC); (2) a program profile; (3) a narrative of major TWEC activities, curricular developments, personnel changes, and trends; and (4) a summary of TWEC's outreach and public service activities. Located at the University of Connecticut, TWEC was established as the World Education Project in 1971 and received official university designation as a center and its current name in 1980. TWEC honors the memory of Dr. Isaac N. Thut who pioneered comparative and international educational studies at the university. TWEC works in the four major areas that comprise the field of world education: bilingual/bicultural education; multicultural education; international education; and global education. Activities include developing curricula; organizing conferences, seminars, and workshops; sponsoring studies of educational issues; and producing special publications. Although the chief source of financial support for TWEC during 1981-82 came from the sale of its publications and services, TWEC also is the recipient of small grants. The report lists current programs, current publications, and research in progress. (RM)

ED222426 SO014318

Women's Studies: A Resource Guide for Teachers.
British Columbia Dept. of Education, Victoria.
Pub Date Jan 81
Note-97p.; Photographs and some charts may not reproduce clearly.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Economics; Educational Opportunities; *English Instruction; Family Life; Females; Feminism; Fine Arts; Foreign Countries; *Interdisciplinary Approach; Laws; Learning Activities; Literature; Males; Politics; Secondary Education; Sex Differences; Sex Role; *Social Studies; Units of Study; *Womens Studies
Identifiers-Canada

Designed to help secondary teachers in British Columbia (Canada) supplement the curriculum, the guide contains a series of units focusing on women's studies. The units can be integrated into English, social studies, and guidance courses or used as a resource for the development of a women's studies course. Topics covered are reflected in the unit titles: Images of Masculinity and Feminity; Learning Sex Roles; Physiology of Sex Differences; The Family; The Economy; History of Women in Canada; Politics; The Law; Education; Literature and the Arts; and Women in Other Cultures. Objectives, a summary, and suggestions for many classroom activities are provided for each unit. Examples of the kinds of activities in which students are involved include the following: Students keep a journal in which they record the influence of sexual stereotypes on the world in which they live, define and evaluate the qualities associated with female and male stereotypes, choose and research one alternative form of the family and make a presentation to the class, read and discuss books, analyze television ads and programs, examine research on biological differences between the sexes, create a possible marriage contract, analyze graphs, and participate in a mock parliament. (RM)

ED222427 SO014319

Social Studies: Grade 11 - American History. 1982 Reprint of 1967 Revision.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 82

Note-57p.; Small print may not reproduce clearly.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Concept Teaching; Course Content; *Curriculum Development; Curriculum Guides; Fundamental Concepts; Generalization; Grade 11; High Schools; *Social Studies; *United States History; World Affairs

Major topics presented for teaching an 11th grade U.S. history course are: the American people; government and politics; American economic life; American civilization in historical perspective; and the United States in world affairs. Major concepts, understandings, and generalizations are listed. For example, one of the concepts students should learn when studying about the United States in world affairs is that U.S. relationships with its neighbors in the 20th century reflect the growing involvement of the Western hemisphere in the total global picture. Students answer questions such as, What evidence is there that a change in emphasis in U.S.-Latin American relations has gradually evolved during this century? and What have been the motivations for change in U.S. role from protector to partner? Sample generalizations are: (1) crises in world trouble spots end more often in stalemates than in final solutions, and (2) national self-interest is the foundation of foreign policy. Also included in the syllabus is a flow chart of the K-12 social studies program. (RM)

ED222428 SO014320

Hopper, Kim; And Others

One Year Later: The Homeless Poor in New York City, 1982.

Community Service Society of New York, N.Y.
Spons Agency-Ittleson Family Foundation, New York, N.Y.; van Ameringen Foundation, New York, N.Y.
Pub Date Jun 82
Note-109p.; For a related document, see ED 201 564. Appendices may not reproduce well.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Services; *Economically Disadvantaged; Followup Studies; Group Homes; Low Income Groups; News Media; Poverty; Public Opinion; Public Support; *Social Change; Social Science Research; Social Services; State Legislation; Welfare Services
Identifiers-*Homeless People; *New York (New York)

Major changes affecting New York City's homeless poor in the past 15 months are assessed in this follow-up study to a research project which a year earlier had examined the problems of homeless adults in the city and had made recommendations to deal with these problems. Data were collected through informal interviews, surveys, and observations. Major changes which were found include the following: (1) the Callahan suit, a landmark case settled in the New York State Supreme Court, recognized the right to shelter and set guidelines for the provision of public shelter; (2) the public shelter system has been expanded; (3) there has been a remarkable increase in the number of homeless people applying for public shelter; (4) the mental health dimensions of homelessness are now being recognized; (5) accounts of the homeless poor in the mass media have been more frequent, more accurate, and more sympathetic; (6) the public seems more aware of and better disposed towards the homeless poor; and (7) many groups have emerged as vocal advocates for the homeless. The assessment report concludes with a discussion of policy implications and recommendations for city and state governments. The appendix contains the Callahan Consent Decree. (RM)

ED222429 SO014326

Cox, C. Benjamin; And Others

A Study of the Effects of Pairing Social Studies Student Teachers.

Pub Date 81
Note-46p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cooperating Teachers; Educational Research; Elementary Secondary Education; Higher Education; *Peer Relationship; *Professional Development; Social Studies; *Student Teachers; *Student Teaching; Teacher Education; *Team Teaching

Social studies student teachers were paired with a single cooperating teacher to determine whether peer interaction enhances professional development. Of the 10 students involved in the study, 6 were paired and 4 were assigned in the traditional manner, i.e., one student teacher with one cooperating teacher. Each paired student taught two classes independently while the partner assisted with planning and observing the classroom. In addition, each pair taught one class as a team. Traditionally placed student teachers taught at least three classes with the possibility of assuming the entire work load of the cooperating teacher. Measurements included ego concern, diversity of techniques employed, amount of reflectivity in professional talk (as monitored by tape-recorded sessions), and pupil perception of teaching effectiveness. Results indicated that pairing encourages variety and experimentation. Also, pairs substituted conferences with each other for conferences with their cooperating teachers without noticeable ill effects. However, personal and philosophical compatability between paired student teachers must be taken into account. General findings indicated that cooperating and student teachers approach teaching as a craft and that student teachers see a stronger connection between their subject matter courses and student teaching than between their professional courses and student teaching. (KC)

ED222430 S0014329

Glass, J. Conrad, Jr.; Knott, Elizabeth S.

An Analysis of the Effectiveness of a Lesson Series on Death and Dying in Changing Adolescents' Death Anxiety and Attitudes toward Older Adults.

North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
Spons Agency-NRTA-AARP Andrus Foundation, Washington, D.C.
Pub Date Jul 82
Note-210p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Adolescents; Attitude Change; *Death; Educational Research; High Schools; *Older Adults; *Program Effectiveness; *Student Attitudes; Student Characteristics; Trend Analysis

Whether a unit of study dealing with death and dying caused changes in adolescents' death anxiety and attitudes toward older adults is investigated. Randomly selected students from high schools in North Carolina participated in the study. The experimental group numbered 323; there were 152 students in the control group. The experimental group participated in a series of ten 50-minute lessons on death and dying. The study employed a pretest, posttest, and follow-up posttest design. Pretests showed that adolescents had moderately high levels of death anxiety but positive attitudes toward older adults. Significantly related to the pretest levels of death were students' sex, last personal involvement with death, and school. Age, religion, grade, race, and first involvement with death were related to pretest attitudes toward older adults. In the posttest and follow-up posttest, both groups evidenced a small decrease in death anxiety and a slight change in attitudes toward older adults in a negative direction. Since these changes were not statistically significant, it cannot be concluded that participation in the lesson series influenced these changes. (RM)

ED222431 SO014332

Branson, Margaret Stimmann, Ed.; Torney-Purta, Judith, Ed.

International Human Rights, Society, and the Schools. National Council for the Social Studies Bulletin No. 68.

National Council for the Social Studies, Washington, D.C.
Spons Agency-National Commission for UNESCO (Dept. of State), Washington, D.C.
Report No-ISBN-0-87986-044-8
Pub Date 82
Note-125p.; Photographs may not reproduce clearly.

Available from-National Council for the Social Studies, 3501 Newark Street, N.W., Washington, DC 20016 ($7.25).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Civics; *Civil Liberties; Cultural Pluralism; Elementary Secondary Education; Global Approach; Higher Education; Learning Activities; Research Utilization; Resource Materials; Socialization; Social Science Research; *Social Studies; Teaching Methods

Important issues, concepts, and research related to international human rights are discussed, and instructional guidelines and creative teaching strategies are presented in this resource for K-12 and college social studies/social science teachers. The bulletin consists of an introduction and seven chapters. The introduction discusses three basic approaches to the study of human rights--national, comparative, and international--and examines reasons for teaching human rights education. Chapter 1 presents answers to 15 questions often asked about international human rights. The second chapter urges the linking of education for civic cohesion and cultural pluralism with education for global interdependence. The implications for teachers of socialization and human rights is the topic of chapter 3. How to teach human rights in K-12 schools and in colleges and universities is the focus of chapters 4 through 6. Chapter 7 is an annotated listing of books about human rights for children and youth. Also listed are significant events and documents in international human rights and the text of Universal Declaration of Human Rights. (RM)

ED222432 SO014333

Lappe, Frances Moore; Collins, Joseph

World Hunger: Ten Myths. Fourth Edition, Revised.

Institute for Food and Development Policy, San Francisco, Calif.

Report No-ISBN-0-935028-00-5

Pub Date 79

Note-74p.; Photographs may not reproduce clearly.

Available from-Institute for Food and Development Policy, 1885 Mission Street, San Francisco, CA 94103 ($2.75 plus 10% for postage and handling costs, quantity discounts available).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Developed Nations; Developing Nations; Foreign Policy; *Hunger; *Mythology; Poverty; *World Problems

Although there are a number of complex political, economic, and ecological issues at the root of world hunger, a number of myths have been perpetuated to explain why hunger exists. One myth says that people are hungry because of scarcity; in fact, hunger exists in the face of plenty. The earth is producing more than enough to nourish every human being, both on a global level and even within the very countries associated with hunger and starvation. Another myth says that hunger results from overpopulation and that there are just too many people for food-producing resources to sustain. If too many people caused hunger, the most hunger would be found in countries having the most people for each cropped acre, yet no such pattern is found. For example, China has only half the cultivated acreage for each person that India has, yet in 20 years the Chinese people succeeded in eliminating visible hunger while many Indians still go hungry. The publication concludes with a list of specific tasks to help people take control of food-producing resources and feed themselves. A bibliography is included. (RM)

ED222433 SO014334

Gunter, Michael M.

Teaching Political Science in a Turkish University: The Experience of a Fulbright Lecturer.

Pub Date Sep 82

Note-22p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Activism; *Cultural Differences; Daily Living Skills; Foreign Countries; Higher Education; Institutional Characteristics; *Overseas Employment; *Political Science; Student Characteristics; *Teaching Experience

Identifiers-*Fulbright Exchange Program; *Turkey

The personal frustrations and difficulties of an American political science professor who spent a year as a Fulbright lecturer at the Middle East Technical University (METU) in Ankara are described. Keeping busy helped. He spent much time merely surviving; for example, shopping for enough food became a daily affair because of the lack of supermarkets. Language was another problem. The official language of instruction at METU was English. However, most of the students didn't speak English, and he didn't speak much Turkish. Another frustration was the politicization of the students. The student organizations (METU was a leftist bastion) were very powerful. Students often boycotted exams or disrupted classes. Personal observations are also made concerning: the difficulty for Turkish faculty to be promoted (they had to take exams and write another dissertation); business practices (the Turks lacked good business sense); television (those who had it watched it all the time); and smog (the burning of low-grade coal caused terrific pollution). (RM)

ED222434 SO014337

Margerum, Barbara

Citizen Participation in Santa Barbara City and County. A Study of Three Citizen Advisory Boards.

Center for Community Education and Citizen Participation, Santa Barbara, CA.

Spons Agency-Field Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.

Pub Date Sep 79

Note-121p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Advisory Committees; *Citizen Participation; Federal Aid; Policy Formation; Program Evaluation; State Federal Aid

Three citizen advisory boards, designed to advise elected officials on how federal money should be spent locally, were examined. The Comprehensive Employment and Training Act (CETA) Planning Council, the Citizen's Task Force on Community Development Block Grants (two groups mandated by federal legislation), and the Human Services Commission (a group established by the Santa Barbara County Board of Supervisors) were studied. Objectives were to study what works to determine if the intent of the legislation as it pertains to citizen participation was being implemented, to determine what value and impact citizen participation has had on funding levels and/or patterns of spending in the federal program, and to make recommendations. Meetings and hearings of all three boards were observed and interviews were conducted with board members and staffs and with clients/consumers of the three programs. Background information on each board's structure and composition, their patterns of funding recommendations, and evidence on the impact they have had on funding were all gathered. General recommendations are that the public should be informed about advisory board roles, non-functioning members of advisory boards should be replaced, and industry, unions, and business should be urged to give released time for employees serving on governmental advisory boards. (Author/RM)

ED222435 SO014340

Crawford, Mary; Arato, Holi;

Psychology's Greatest (Movie) Hits: Highly Recommended Films for the Introductory Course.

Pub Date 82

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies; Higher Education; *Instructional Films; *Introductory Courses; *Psychology

The 48 films cited in this annotated bibliography will help college students apply psychological concepts to real life situations. Current editions of the instructor's manuals of the ten best selling introductory psychology texts (based on publishing industry information) were examined for titles of films suggested for classroom use. All were copyrighted between 1978 and 1980. From the manuals a list of 496 different films was compiled. Only those films mentioned in at least five manuals were selected for inclusion. Information provided for each film includes producer/distributor, publication date, length, color or black/white, and a brief descript (RM)

ED222436 SO014341

Traditional and Contemporary Painting in China. A Report of the Visit of the Chinese Painting Delegation to the People's Republic of China.

National Academy of Sciences, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 80

Note-170p.

Available from-Chinese Painting Delegation Report, CSCPRC, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, DC 20418 (free).

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Administration; Archaeology; Art Appreciation; Art Education; *Art History; *Asian Studies; *Chinese Culture; Higher Education; Manuscript Writing (Handlettering); Museums; *Painting (Visual Arts); Religion; Travel

Identifiers-*China

A group of American scholars who visited the People's Republic of China in October and November of 1977 to study Chinese paintings report on their trip. The purpose of the report is to provide information and insights which will be useful to other scholars in the field and which will help promote the development of strong ties between U.S. and Chinese art historians. Reports on the following are provided: Chinese paintings in Chinese museums; religious paintings; Yuan and Ming paintings; contemporary painting; Chinese calligraphy; art and archaeological finds on display in museums; and museums in China. Included in the appendices are the trip itinerary, names of the people met, and a listing of the paintings seen in China. (RM)

ED222437 SO014342

Our Economy: How It Works. San Diego Results (1981).
Foundation for Teaching Economics, San Francisco, Calif.
Pub Date May 82
Note-9p.; Photographs and some charts containing small print type may not reproduce clearly.
Available from-Foundation for Teaching Economics, 555 California Street, Suite 4600, San Francisco, CA 94104 (free)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Course Evaluation; *Economics Education; Junior High Schools; Student Attitudes; Teacher Attitudes;

*Textbook Evaluation
Identifiers-*Our Economy How It Works

Five hundred and thirteen ninth grade students in San Diego, California, used the junior high economics textbook "Our Economy: How It Works" (Addison-Wesley, 1980) in a semester-long course and then were evaluated. The text uses case studies about the manufacture of familiar products, financial institutions, and government to make students aware of how our economic system works and their roles as consumers and producers. Pre- and posttests of the students' economic literacy using the Joint Council on Economics Education's standardized test were conducted (a sample of the test is included in this report). The average student could answer correctly only 11 of the 40 questions on the pretest before studying "Our Economy." This average score was lower than the scores of 89% of ninth graders who took the test nationally in 1974. After studying the text, the students' scores improved sharply. The average student was able to answer correctly 28 of the 40 questions in the test. This was higher than the scores of 93% of the ninth grade students who took the test nationally. Also, students and teachers were highly enthusiastic about the book. (RM)

ED222438 SO014348

Stout-Wiegand, Nancy; Trent, Roger B.

Sex Differences in Attitudes Toward New Energy Resource Developments.

Pub Date Sep 82

Note-21p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Attitudes; Economic Factors; *Females; *Industrialization; *Males; *Power Technology; Quality of Life; *Sex Differences; Social Science Research

A survey to examine male and female attitudes toward locally proposed energy developments (e.g., coal production, refineries) in an Appalachian community is reported. Four hundred and eighty-five residents were questioned on whether they favor the proposed developments; whether they were currently employed in an energy-related occupation; and whether they had a preference for either environmental protection or for energy adequacy. The two factors found to influence attitudes toward industrial development were environmental orientation and occupation in an energy-related job. However, these two variables influence men and women differently. Women environmentalists indicate greater opposition to development; being an environmentalist does not presuppose opposition among men. Also, while men in energy-related jobs support future development, the majority of environmentally oriented women in energy occupations oppose such development. Women view industrial development in terms of environmental or quality of life consequences while men give more weight to economic factors. (Author/KC)

ED222439 SO014351

Holmes, Edward, Jr.

The American Cowboy: Developing Small Group Social Studies Interaction Experiences in the Elementary Classroom.

Pub Date 9 Nov 82
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education; Geographic Regions; *Group Activities; Group Dynamics; Group Experience; Learning Activities; *Small Group Instruction; *Social Studies; United States History; Units of Study
Identifiers-*Cowboys; *United States (West)

Appropriate for elementary school students, this resource unit on the American cowboy provides four activities for small group work. The unit also lists objectives and discusses the organization and dynamics of small groups. The general objective is for the student to learn how to work within groups and how to resolve group conflict. The activities involve students in writing a group poem about the American cowboy as depicted in movies and on television and drawing murals based on two verses of a poem about cowboys. A research project requires groups to choose a topic from five suggestions: Texas longhorn cattle, cattle branding, cowboy songs, cowboy dress, and cattle rustling. The project includes a creative group effort such as poetry, art, or fiction which illustrates the results of research. For the final activity students participate in a brainstorming session to determine the characteristics of a cattle ranch in the Old West. (KC)

ED222440 SO014353

Welch, Susan; And Others

The Effect of Candidate Gender on Electoral Outcomes: A Six-State Analysis.

Pub Date Sep 82

Note-31p.; An earlier version of this paper was presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Elections; *Females; *Legislators; Longitudinal Studies; Males; Social Science Research; *State Government; *Success; Voting

Identifiers-*Voting Behavior

Voter behavior is assessed toward female candidates for state legislatures in six states during 1970 to 1980. The sample consisted of 4,910 female and male candidates in state legislative elections to the lower house in Iowa, Missouri, Nebraska, New Mexico, Oklahoma, and Wyoming. The relationship of party, incumbency, and urban or rural residency to female success was measured. Results indicated that women candidates increased over the decade, but still represent only 14.8 percent of the total. Generally, women do as well as men in primary elections but not as well in general elections, although by 1980 the differences were no longer significant when corrected for incumbency and party. Also, Republican women fared better than Democratic or nonpartisan women in comparison to the male colleagues. The conclusion is that since women fare about as well as men at the polls, the lack of female legislators can be attributed mostly to the paucity of candidates. The findings do not support the argument that political party elites work against females once they have become candidates. (KC)

ED222441 SO014355

Higginbotham, Elizabeth

The Struggle To Survive: Work for Racial Ethnic Women in the 18th- and 19th-Century United States.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date Sep 82

Note-23p.; Paper presented at the Annual Meeting of the American Sociological Association, (San Francisco, CA, September 6-10, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Blacks; *Chinese Americans; *Employed Women; Ethnic Groups; Labor Force; *Mexican Americans; *Sex Discrimination; Slavery; United States History

The work situations of Black, Mexican American, and Chinese immigrant women in 18th- and 19th-century United States are explored. Generally, when engaged in agricultural work, all ethnic people were considered units of labor. However, because the slave owner needed to perpetuate his property, Black women were allowed lower rates of production when bearing and nursing children. After freedom, sharecropping created the same situation; although Black women attempted to perform domestic chores for their own families, landowners demanded that they work in the fields. In industry, the need for cheap labor created the influx of Chinese male workers, most of whom left their families in China. The majority of Chinese women who came to the United States engaged in prostitution. Since the pay of Chinese men was low, a prostitute's pay was also low. Also, Chinese women were always vulnerable to sexual exploitation. Similarly, with the loss of their land rights, Mexican Americans were also forced into the labor system. To supplement poor pay, the women had to work as domestics and as singers and dancers. In all cases, labor which would specifically benefit the family was done after obligations to the commercial market were met. (KC)

ED222442 SO014359

Marks, Alfred H.

What Shall I Read on Japan? An Introductory Guide. Twelfth Edition.

Japan Society, Inc., New York, N.Y.

Pub Date Mar 82

Note-57p.; For a related document, see ED 063 182.

Available from-Japan Society, Inc., 333 East 47th St., New York, NY 10017 ($3.50, 10 or more copies, $2.50 each).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies; *Area Studies; Asian History; Biographies; Business; *Cross Cultural Studies; *Cultural Awareness; Drama; Economics; Education; Government (Administrative Body); Guides; Higher Education; Laws; Literature; Periodicals; Philosophy; Physical Geography; Politics; Reference Materials; Religion; Secondary Education; Sociology; Theater Arts; Travel

Identifiers-*Japan

This highly selective annotated list of works may be read with profit by the serious beginning student or casual reader interested in things Japanese. As many entries as possible from the earlier editions have been retained. All new materials cited were reviewed. Included are reference books, guides, fiction, novels, translations, research studies, essays, poetry, and periodicals. Entries are organized by the following categories: Introductory Readings; Reference; Geography and Travel; Sociology and Education; Government, Politics, and Law; Economics and Business; Religion and Philosophy; Literature; Drama, Theater, and Cinema; Arts; History and Biography; and Periodicals. (RM)

ED222443 SO014361

Don't Stop the Music. Unit of Study on Older Americans. Kindergarten through Sixth Grade.

Oklahoma State Dept. of Education, Oklahoma City.
Pub Date 82
Note-50p.; Photographs may not reproduce clearly.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aging (Individuals); *Aging Education; Elementary Education; Kindergarten; Learning Activities; Older Adults; Resource Materials; Units of Study

This guide provides background information and learning activities to help teachers provide educational experiences for elementary students regarding older Americans and the process of aging. There are two major sections. The first section contains a facts-on-aging quiz and discusses facts and myths about older citizens. Examined are feelings and attitudes, family relationships, time, leisure, education, work, transportation, health, and money. The second section contains learning activities. Some examples of suggested activities include the following: Students may read and discuss books, interview senior citizens, role play family relationships, correspond as pen pals with older adults, draw pictures of how they might look as an older person, construct a family tree, and research what some famous people did after the age of 65. The publication concludes with teacher and student bibliographies. (RM)

ED222444 SO014363

Participate in an American Partnership: A Handbook for Teaching Citizenship and Leadership, K-12.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 82

Note-667p.; Not available in paper copy due to colored ink and bleeding through of print type of original document.

Available from-Oklahoma State Department of Education, 2500 North Lincoln, Oklahoma City, OK 73105 ($3.39 plus $1.71 postage).

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-*Citizenship Education; Citizenship Responsibility; Civics; Elementary Secondary Education; Language Arts; Laws; Leadership Qualities; *Leadership Responsibility; Leadership Training; Learning Activities; Patriotism; *Social Studies; Symbolism; United States Government (Course); Units of Study

Identifiers-Authority; Traditionalism

Activities in this guide are designed to help students of all ages become responsible citizens and participate as leaders to safeguard the liberties and freedoms of all citizens. Some of the activities can be adapted for use in language arts courses. The publication includes five areas in which students can be actively involved in citizenship and leadership or "respond" to--symbols and traditions; authority; courtesies, rules, and laws; citizenship; and choices. The activities in each section are arranged with lower level material at the beginning of each section progressing to ideas and activities for high school. Some examples of the wide range of activities suggested include the following. Students learn the Pledge of Allegiance using Indian sign language, do research on contemporary leaders, develop rules for order to be used in the classroom, invite a naturalized citizen to class to tell about his/her experiences in becoming a citizen, and participate in a voting campaign simulation. An extensive bibliography of student and teacher resources is included. (RM)

ED222445 SP020948

Reference Material for Health Auxiliaries and Their Teachers. Second Edition = Materiel de Reference Destine aux Auxiliaires Sanitaires et a Leurs Enseignants. Deuxieme Edition.

World Health Organization, Geneva (Switzerland).

Report No-ISBN-92-4-170028-5; WHO-OP-28

Pub Date 82

Note-172p.

Available from-WHO Publishing Centre USA, 49 Sheridan Avenue, Albany, NY 12210.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies; Clinics; Communicable Diseases; *Developing Nations; Family Planning; *Foreign Countries; *Health Education; *Health Materials; Health Personnel; Instructional Materials; Laboratory Procedures; Nutrition; Obstetrics; Pollution; Postsecondary Education; Public Health; Resource Materials; *Rural Areas; Staff Development

This bibliography contains annotations of materials that could be used by health personnel and their teachers in developing countries. Over 600 entries are presented in French and in English sections. Each section consists of 13 subject headings, an author index, and a title index. The annotations describe the contents, level, and uses of the documents and state the language of the document (English, French, Spanish, and Portuguese materials are included). Subjects covered are: (1) nursing and rural health; (2) communicable diseases; (3) diagnosis and treatment; (4) midwifery; (5) maternal and child health; (6) family planning; (7) health education; (8) nutrition; (9) first aid; (10) environmental health; (11) laboratory procedures; (12) bibliographies, journals, and sources of materials; and (13) general and miscellaneous items. Publishers' addresses are supplied for each document. (FG)

ED222446 SP021047

Davis, Brian K.

Microteaching: From Infant Death to Immortality?

Pub Date May 82

Note-33p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development; Formative Evaluation; Futures (of Society); Higher Education; *Microteaching; *Protocol Materials; Teacher Behavior; *Teacher Education; Teacher Effectiveness; *Teaching Experience; *Teaching Methods; Teaching Skills

A general introduction to the concept of microteaching and its development is presented, and the generally accepted format and the skills practiced for microteaching are described. Aspects of microteaching commonly perceived as favorable and unfavorable are addressed, and a review of current research is provided and followed by a discussion of the directions that microteaching has taken and may yet take. Evidence is presented to support the contention that microteaching, in its pure form, suffered infant mortality and that a great deal of subsequent work in the area resulted from a premature locking-in on an undeveloped process. The degree of flexibility permissible for microteaching is explored, and the importance of pre- and post-microteaching activities is emphasized. Alternative ways of using microteaching to enhance the preparation of teachers are considered with a focus on a return to the original intent of the process. The task ahead for microteaching and its place in the education program are considered. (Author/JD)

ED222447 SP021048

Davis, Brian K.

Field Experience: What is It? Why is It Out There?

Pub Date Apr 82

Note-35p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College School Cooperation; *Cooperating Teachers; Educational Principles; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Effectiveness; Role Models; Role Perception; *Student Teacher Supervisors; *Student Teaching; Teacher Attitudes; Teaching Experience

It is widely accepted that laboratory experiences are both necessary and worthwhile for preservice teacher education. Research has shown little evidence of what exactly happens during student teaching, although studies have illuminated roles and objectives. Guidance in or supervision of field experiences for student teachers often falls primarily to the classroom teacher in whose classroom the experience takes place. The professional and personal maturity of the classroom teacher needs to be considered as does that teacher's skill in teaching and supervising. The teacher and principal need to be committed to the preparation of preservice teachers and to the philosophy of the teacher preparation program. Cooperation among principal, teachers, and college representatives is essential. The college supervisor might better serve students and teachers as a consultant and, at the same time, forge a strong bond between the school and the college. The college supervisor, working collaboratively with the teacher in the training of the student, could provide inservice for the school in general and could continue to support the student during the year. Effective program research should examine the specific training program; the personalities, interaction styles, and perceptions of the student, inservice teacher, and college supervisor; and the climate of the school in which the experience takes place. (Author/JD)

ED222448 SP021049

Meinke, Dean L.; And Others

Perceived Stress Events by Teachers.

Pub Date Aug 82

Note-14p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Discipline; Elementary Secondary Education; Measurement Techniques; Measures (Individuals); *Stress Variables; *Student Behavior; *Teacher Attitudes; Teacher Burnout; *Teacher Response; Teaching (Occupation)

Identifiers-*Teacher Stress

A study was designed to identify patterns or relationships among test items used to measure teacher stress and develop a measure of teacher stress using a Likert-type scale. The subjects of the study were 89 experienced elementary and secondary school teachers, who rated 50 items related to events in a classroom situation or school setting, using 7 stress levels, from no stress to minimal, mild, moderate, severe, extreme, and catastrophic stress. Responses were correlated and then factor analyzed using a principal components factor analysis and a varimax orthogonal rotation. No items had an average rating of extreme or catastrophic stress. Eleven factors were identified in the principal component factor analysis, one of which related to student cheating and accounted for 59.3 percent of the variance. The major conclusion from the findings was that the primary general factor related to stress was the behavior of students in the classroom. Two other important factors were teachers' relationships in the school and union activities and deviant behavior of students in the school. (FG)

ED222449 SP021088

Professional Crowth Week-1981 for Vocational, Technical and Adult Education Instructors. Final Report. Project Number 30-101-150-311.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency-Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jun 81

Note-61p.; For related documents, see SP 021 089-090. Project developed in cooperation with local Wisconsin Vocational, Technical, and Adult Education Districts.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Educators; Competency Based Teacher Education; Evaluation Criteria; *Evaluation Methods; *Inservice Teacher Education; Measures (Individuals); Participant Satisfaction; Program Development; Program Evaluation; *Seminars; *Staff Development; Teacher Evaluation; Testing; *Vocational Education Teachers

Identifiers-Wisconsin

A 1-week seminar, consisting of intensive learning activities for Wisconsin's vocational, technical, and adult education instructors was conducted in 1981. The program of educational experiences stressed the evaluation of teacher performance and presented units on: (1) models for evaluation; (2) rationale for performance testing; (3) learning assessment centers; (4) committee and employer input; and (5) evaluation of knowledge, skills, and attitudes. An evaluation of the seminar sought information on the participants' needs and interests and their opinions of the sessions. Participants were pleased with the learning experiences and obtained an increased understanding of the goals and purposes of vocational, technical, and adult education. This report describes the program, the procedures for establishing learning activities and preparing a proposal for funding, and the activities of similar seminars that have been conducted annually since 1973. In a section devoted to outcomes of the seminar, descriptions are given of participants and the results of "opinionnaires" containing teachers' views about the seminar. Charts present tables profiling the teaching assignments of the participants, comparisons of teaching assignments between 1973 and 1981, comparisons of the participants' educational preparation between the same years, and results of surveys of the participants. Appendices contain further information about the seminar and copies of the surveys and opinionnaires. (JD)

ED222450 SP021089

Peter, Richard; Gebhart, Richard

One-Week Pre-Service Workshop for Newly Hired VTAE Teachers. Final Report. Project No. 30-106-150-319.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency-Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 79

Note-30p.; For related documents, see SP 021 088-090.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Educators; *Beginning Teachers; *Curriculum Design; Inservice Teacher Education; Postsecondary Education; *Preservice Teacher Education; Sequential Approach; *Spiral Curriculum; Teacher Effectiveness; Teacher Orientation; Teaching Methods; Teaching Skills; *Vocational Education Teachers; Workshops

Identifiers-Wisconsin

Many new vocational, technical, and adult education (VTAE) teachers have never taught before and perhaps have never taken a professional education course. The Wisconsin Board of VTAE has developed a spiral curriculum for new VTAE teachers, designed to aquaint them with basic procedures for planning and presenting a lesson, supervising student activities, and evaluating student progress in class. The spiral curriculum is started with a preservice workshop that consists of a 1-week experience in which participants are exposed to the basic elements of teaching. Following the workshop experience, the new teachers are offered three more courses during their first year of teaching: methods of teaching vocational education; course construction; and evaluation in vocational education. These courses are offered on a competency-based, partially individualized basis. This report describes the specific objectives of the initial teacher VTAE workshop and the activities developed to attain them. An overview is presented of an evaluation of the program, and conclusions and recommendations are offered. A model of the spiral curriculum is diagramed in the appendix. (JD)

ED222451 SP021090

Professional Growth Week-1980 for Vocational, Technical and Adult Education Instructors. Final Report. Project Number 30-101-150-310.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency-Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date Jun 80
Note-43p.; For related documents, see SP 021 088-089. Project developed in cooperation with local Wisconsin Vocational, Technical, and Adult Education Districts.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Educators; Competency Based Teacher Education; Delivery Systems; Individualized Instruction; *Inservice Teacher Education; *Instructional Development; Participant Satisfaction; Professional Development; Program Development; *Program Evaluation; *Staff Development; Teaching Methods; *Vocational Education Teachers
Identifiers-Wisconsin

A report is given of a 1-week intensive inservice conference for 97 Wisconsin vocational, technical, and adult education instructors, conducted to develop competencies stressing innovative individualized curriculum and instructional delivery. The program of educational experiences developed presentations on topics that stressed individualized vocational education: (1) developing instructional packets; (2) mediating individualized instruction; (3) open-entry/open-exit programs; (4) guidance and counseling; (5) occupational updating; (6) learning assessment centers; (7) competency-based instruction; (8) mastery learning; and (9) avoiding sex-role stereotyping. An overview of the project includes a description of the processes of establishing the learning activities, preparing the project proposal, and funding the project. In discussing the outcomes of the seminar, a description is given of the participants and the results of "opinionnaires" answered by the participants, an examination of needs and interests of vocational, technical, and adult education instructors, and a summary of post-seminar impacts. Recommendations are made for future seminars of the same type. (JD)

ED222452 SP021095

Wehlage, Gary; And Others

Effective Programs for the Marginal High School Student: A Report to the Wisconsin Governor's Employment and Training Office.

Wisconsin Center for Education Research, Madison.

Spons Agency-Governor's Employment and Training Office, Madison, Wis.; National Inst. of Education (ED), Washington, DC.
Pub Date Sep 82
Grant-GLAD-82-970; NIE-81-0009
Note-200p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Adolescent Development; Adolescents; *Dropout Prevention; Educational Objectives; *Experiential Learning; High Risk Students; High Schools; *High School Students; Low Achievement; *Potential Dropouts; Program Descriptions; *Program Effectiveness; Social Development; Student Characteristics

This four-part report provides both a theoretical framework and empirical data concerning effective programs for the marginal high school student. Part 1 addresses the problem of adolescent social development as a broad educational goal. Part 2 presents a set of six case studies describing special programs in Wisconsin designed for the marginal student: (1) Reuther Education At Large (Kenosha); (2) Lincoln Educational Alternative Program (Wisconsin Rapids); (3) Paper High School (Oconomowoc); (4) School Within a School (Janesville); (5) Alternative Learning Programs (McFarland); and (6) Academic Development Opportunity Program (Milwaukee). These programs were selected for study because they appeared to be effective in reducing dropout and truancy and had been praised by both educators and students. In part 3, an interpretation of the case study data is offered that derives a set of generalizable characteristics about effective programs: These characteristics are categorized in terms of administration/organization, teacher culture, student culture, and curriculum and instruction. Part 4 begins with an exploration of one of the most promising innovations found in effective programs--experiential education. Under the assumption that public schools are not likely to implement widely this type of curriculum for the marginal student, a public policy of limited vouchers is advocated to stimulate experiential education programs. (Authors/JD)

ED222453 SP021096

Schivley, Warren; And Others

Junior Block: A Field-Oriented Curriculum Design for the Blending of Theory and Application in Elementary Teacher Education.

Pub Date [82]

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cooperating Teachers; *Course Content; Elementary School Teachers; *Field Experience Programs; Higher Education; Methods Courses; Occupational Aspiration; *Preservice Teacher Education; *Student Teachers; Student Teacher Supervisors; Student Teaching; *Teaching Experience; *Teaching Methods

An effective junior-year student teaching program in elementary education was designed that combines application of theory learned in methods courses with practical school experience. The objective was to prepare education majors for student teaching and to give them an opportunity to evaluate themselves and the prospects of a teaching career. Students attend methods classes for the first 5 weeks of the semester to build teaching skills. During the last 10 weeks of the semester, students teach elementary school students 2 days a week and attend campus courses the last 3 days of each week. They are required to teach reading, social studies, and science to both large and small groups of children. All field work is supervised by college instructors and cooperating school teachers who volunteer for the program. The program depends upon the cooperative efforts among the university faculty and the public school teachers who take part in the program. One important factor in the success of the program has been the direct involvement of teachers and supervisors in planning and implementing the program and the incorporation of teachers' suggestions into the program. Student responses to the design and content of the program have been overwhelmingly favorable. (JD)

ED222454 SP021109

Sinclair, Phillip A.

Measuring Teacher Effectiveness.

Pub Date [81]

Note-17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Environment; *Evaluation Criteria; *Evaluation Methods; Feedback; Inservice Teacher Education; *Instructional Improvement; Student Evaluation of Teacher Performance; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Evaluation; Teaching Styles

Determining the characteristics of effective teaching has been a problem for more than 50 years. Studies attempting to rate characteristics or to devise a fair evaluation method abound, but one necessary perspective must not be overlooked: that of the student. An effective teacher transmits knowledge with a blend of intensity and empathy that enthuses the learner; these qualities can be measured and should be criteria of teaching effectiveness. Other tangible and intangible behavioral qualities can be measured in the areas of technical skills, cognitive and affective qualities, and teaching techniques. These qualities can be rated on a scale measuring the degree of transmission, so that an accurate assessment of the teacher's impact can be gained. The use of this method by faculty, administration, and students would be less threatening to teachers than the sole use of student test scores. It seems likely that teachers who scored well in this evaluation method would have enthusiastic students who would score well on tests. Student evaluations of teacher performance can be a potent and valuable tool in teaching teachers to be students again. (FG)

ED222455 SP021112

Strein, William

Fostering Students' Emotional Growth: Implications for Preservice and Inservice Programs

Pub Date [82]
Note-24p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Behavior; *Education Majors; Elementary Secondary Education; *Emotional Development; Higher Education; Humanistic Education; Preservice Teacher Education; Self Evaluation (Individuals); *Student Attitudes; Student Development; *Student Teacher Relationship; *Teacher Attitudes; Teacher Education Programs; *Teaching Skills

A survey solicited teachers' and education majors' views of their professional preparation pertaining to fostering their classroom students' emotional growth. A total sample of 78 inservice teachers and 22 education majors responded to a self-assessment questionnaire, which included sections on skills, concepts, and attitudes. The skills section focused on teacher/learner communication, fostering growth of students' self-esteem and independence, discipline strategies, group leadership, and counseling activities. The concepts section addressed topics in the areas of child development, adolescence, self-esteem development, and affective readiness factors. The attitudes section was designed to assess attitudes about teacher roles in fostering students' emotional growth. Teachers rated themselves highly in regard to most skills and concepts but also indicated areas of only moderate or low mastery. Respondents reported frequent use of skills designed to increase students' ability to solve problems, make decisions, and foster self-esteem and acceptance of others. The teachers infrequently used the academic curriculum to achieve affectively oriented goals. Lack of professional development was mentioned as a causal factor in moderate or low mastery levels of affective skills. Education majors rated themselves higher on understanding adolescents and rejected the position that no one teacher can help all students. Both groups agreed that teachers can have an impact on the development of emotional well-being of their students. There was general agreement that increased emphasis on skills, concepts, and attitudes essential for fostering emotional growth of students is needed in both preservice and inservice programs. (JD)

ED222456 SP021131

Physical Education Mandates: A Preliminary Report.

Illinois State Board of Education, Springfield.
Pub Date Feb 82
Note-21p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development; Educational Legislation; Elementary Secondary Education; *Physical Education; Physical Fitness; *Program Effectiveness; Program Improvement; State Boards of Education; *State Standards; Statewide Planning
Identifiers-*Illinois

This report provides analysis and preliminary recommendations on a mandate that requires and contributes to the development of physical education components in Illinois public schools. The report is presented in sections dealing with: (1) five areas of analysis and sources of information; (2) legal requirements and statutory authority for providing physical education; (3) legislative history of the physical education mandate; (4) status of the current physical education program; (5) an analysis of five areas of study; and (6) preliminary recommendations, conclusions, and summary of the development of a state physical education program. Discussion of the five areas of analysis centers on the narrow interpretation of the mandate in school districts and on the need to redefine the mandate to include more realistic requirements. The summary and conclusions state the reasons that the current mandate is not viable and reasons that physical education programs are needed in Illinois. (FG)

ED222457 SP021132

Immunization: A Handbook for Schools. Vaccine-Preventable Communicable Disease Control. Second Edition.

New York State Education Dept., Albany. Bureau of School Health Education and Services.

Pub Date 82

Note-45p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Board of Education Policy; *Communicable Diseases; *Disease Control; Elementary Secondary Education; *Immunization Programs; Preventive Medicine; School Policy; School Responsibility; *State Legislation; *State Standards

Identifiers-*New York

This handbook was developed by the Bureau of School Health Education and Services of the New York State Education Department to provide school authorities with a guide for an effective school immunization program. It offers direction for local development of immunization policies and procedures, an overview of effective program activities, a glossary, and answers to the most frequently asked questions about immunization. The appendices include the New York State Department of Health "Immunization Guidelines" (September 1981), excerpts from legislative mandates and court decisions pertaining to immunization, and sample forms for student exemption and transfer. (JD)

ED222458 SP021148

Thomas, M. Donald

The Politics of Education.

Pub Date Jul 82

Note-18p.; Paper presented at the International Conference for Parent/Citizen Involvement in Schools (Salt Lake City, UT, July 22-25, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Boards of Education; *Democratic Values; Educational Legislation; Elementary Secondary Education; *Ethics; *Lobbying; Moral Values; Policy Formation; *Political Influences; *Political Power; School Districts

The politics of education is a study in the exercise of power. There are two forms of power--position power and persuasive power. Position power changes with conditions and legal mandates, while persuasive power rests in the communicative ability and knowledge of the individual, regardless of position. The exercise of power occurs within the moral context of its aims and means and can be corrupted by the means it uses or the ends it hopes to achieve. The exercise of political power in education must be guided by traditional values. Decisions of superintendents and actions of boards of education, parents, and teachers must be congruent with historical democratic ethical principles. Power is exercised as a process or as a series of actions which lead to success or failure depending on the effectiveness of the process. Success depends on possessing a sound knowledge base and being able to communicate and to agree on an action. Exercising power at the local, state, and federal levels demands increasingly complex methods. The exercise of power fails if either the aims are inappropriate or the means are corrupt. (FG)

ED222459 SP021151

Moll, Marita

Teacher Stress. Bibliographies in Education. No. 75.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No-C-82101; ISBN-0-88989-132-X

Pub Date Sep 82

Note-97p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Annotated Bibliographies; Elementary Secondary Education; *Job Satisfaction; *Stress Variables; Teacher Alienation; *Teacher Burnout; *Teacher Morale; *Teaching Conditions

Identifiers-*Teacher Stress

This bibliography contains 387 references on the subject of teacher stress appearing in sources between January 1977 and April 1982. The definition of stress was expanded to include items on burnout, alienation, morale, and job satisfaction to provide a more complete list of references on factors contributing to the problem of stress. The sources consulted in preparing this bibliography include: (1) Bibliographie du Quebec; (2) British Education Index; (3) Canadian Books in Print; (4) Canadian Education Index; (5) Current Index to Journals in Education; (6) Directory of Education Studies in Canada; (7) Educational Administration Abstracts; (8) Onteris (Ont. Ministry of Education); (9) Radar; (10) Resources in Education; and (11) Subject Guide to Books in Print. References include books, articles, and theses. (Author/JD)

ED222460 SP021156

Coladarci, Theodore

Empirical Research as Inservice Teacher Education.

Pub Date 82

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, 1982). Supported by a grant from the Blackfeet Educational Training Complex (13th Cycle Teacher Corps).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-American Indians; Dropouts; *Educational Research; *Educational Theories; *Inservice Teacher Education; Interviews; Relevance (Education); Research Methodology; *Student Attitudes; Student Teacher Relationship; *Teacher Attitudes; Teacher Effectiveness; *Teacher Participation

An inservice program designed to provide high school teachers with experience in empirical research explored the factors contributing to the high dropout rate (60 percent) among a predominantly Native American student body. The practicum involved: (1) identifying the population; (2) developing instruments; (3) discussing and practicing interview techniques; (4) contacting and interviewing high school dropouts; and (5) analyzing the resulting data. Teachers interviewed 46 dropouts, and high school students were recruited for peer counseling services. Among the factors that were discovered to be important in the decision to drop out of school were teacher-student relationships, teacher attitudes, and the seeming irrelevance of schooling for Native Americans. It was also revealed that a large majority of the dropouts regretted their action. In evaluating the value of empirical research to the professional development of teachers, it can be seen that although participation can equip teachers with a valuable heuristic for viewing teaching, process activities characterizing the various phases of research (literature review, hypothesis formation, empirical test) are not unique to research and that the teaching act itself includes the same activities and phases. Teachers, using the body of knowledge they have acquired in their training, continually formulate hypotheses of actions that will improve learning in their students and empirically test their theories in the classroom. (JD)

ED222461 SP021157

Barr-Johnson, Virginia; Hiett, Sharon Lee

A Comparison of the Concerns Related to Student Discipline Held by Teachers Who Have Studied Classroom Management Techniques with the Concerns of Other Classroom Teachers. Final Project Report.

Spons Agency-University of Central Florida, Orlando. Coll. of Education.
Pub Date Jan 80
Note-21p.; For related document, see ED 162 984.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Techniques; *Course Evaluation; *Discipline Problems; Elementary Secondary Education; *Family School Relationship; Parent Attitudes; *Student Behavior; *Teacher Attitudes; Teacher Education

A survey was conducted in 1979 of teachers who had taken a course on behavior problems to determine the course's effectiveness. Information was sought on teachers' concerns about discipline, perceptions of causes of discipline problems, and effectiveness of various techniques presented in the course for classroom application. A group of teachers who had not had the behavior problems class were also surveyed to determine if their concerns were similar. Responses were obtained from 461 elementary and secondary school teacher. In this study, as in a previous 1978 survey of teachers who had taken the behavior problems course, the most overwhelming finding was that parent and family attitudes were felt to be a primary contributor to classroom behavior problems. In both studies, nearly 90 percent of the sample chose parent and family attitudes as a strong cause of discipline problems. Learning problems were considered a strong cause of discipline problems by almost the same percentage of respondents, but student self-concept was considered a stronger cause in the 1978 study than in the 1979 study.

Findings of both studies indicated that teachers were less concerned about drug and sex behaviors and more concerned about motivation and interaction problems of students, teachers, schools, and families. In the evaluation of discipline approaches and techniques, there were wide discrepancies among respondents in the 1979 survey, with no item receiving clear acceptance or nonacceptance. This was less true in the 1978 study. A significant finding in this category was not the comparison of the two studies but the lack of familiarity with various discipline approaches and techniques expressed by the teachers who had not had the behavior problems class. (JD)

ED222462 SP021181

Carter, Pamela; DiBella, Robert

Follow-Up of 1980-81 Graduates at the Ohio State University's College of Education Teacher Certification Program. Technical Report No. 7.

Ohio State Univ., Columbus. Coll. of Education.
Spons Agency-Ohio State Dept. of Education, Columbus.
Pub Date 82
Note-100p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Beginning Teachers; Educational Research; Graduate Surveys; Higher Education; Preservice Teacher Education; Program Evaluation; Program Improvement; *Schools of Education; *Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness; *Teacher Employment; Teacher Orientation; Vocational Followup
Identifiers-*Ohio State University

A followup study on 1980-81 graduates from the Ohio State University College of Education collected data through three research methodologies. For the first part of the study, a demographic/professional perspectives questionnaire was mailed to a stratified random sample of 450 of the 888 graduates. The questionnaire asked graduates to provide information on: (1) basic demographic data; (2) graduates' feelings and evaluation of their preservice undergraduate teacher education program; and (3) problems and experiences faced during the first year of teaching. The questionnaire also allowed for the collection of data on both recent graduates who are teaching and those who hold non-teaching positions. The second phase of the study contacted 1980-81 graduates who were in their second year of teaching. For the last part of the study, two beginning teachers were observed and interviewed.In this three-section report (one section for each of the research methodologies used), data are displayed in tabular form. A summary and analysis of responses conclude each of the three sections. A case study is presented of the two teachers who were observed and interviewed. Implications for improvement of the teacher education program at Ohio State University are discussed. (JD)

ED222463 SP021186

McCune, Shirley; And Others

The Teacher's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Outline and Participants' Materials for Application Sessions for Teachers.

Council of Chief State School Officers, Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date Sep 78

Contract No-300-76-0456

Note-186p.; For related documents, see SP 021 187, SP 021 189-191, and ED 206 600.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Classroom Techniques; Curriculum Evaluation; Elementary School Teachers; Elementary Secondary Education; Equal Education; *Inservice Teacher Education; *Instructional Materials; Nondiscriminatory Education; Secondary School Teachers; Sex Bias; *Sex Fairness; Sex Stereotypes; Teacher Attitudes; *Teacher Role; *Teacher Workshops; Teaching Methods

This 2-day workshop package was developed to address the needs of elementary and secondary school teachers with regard to Title IX and sex equity. The role of elementary and secondary school teachers in reinforcing sex fairness and in eliminating sex bias in teacher education curricula and in the classroom is the focus of the workshop. The workshop begins with a consideration of the need and rationale for Title IX. Title IX regulations and grievance procedures are reviewed, followed by an examination of the application of the Title IX regulations and sex equity principles to the job functions of various groups of education personnel. Also presented are an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity. Specifications of the population, objectives, and instructional materials are outlined for each of the workshop's two sessions. The topic of the first session is identifying and overcoming sex bias in classroom management. Discussions are presented on assessing sex bias in the classroom and in instructional procedures. The session also covers the subject of the requirements of Title IX as applied to the classroom situation and the development of action steps which may be taken to ensure nonbiased teaching. The second session is devoted to identifying and overcoming bias in instructional materials. A discussion is given of the origins of bias and stereotyping. Guidelines are also presented on identifying the forms of bias in instructional materials and on analyzing their contents. An overview is provided for identifying biased, sex- and race-fair, and sex- and race-affirmative materials.

Sample worksheets and activity forms are included in the workbook. (JD)

McCune, Shirley; Matthews, Martha

The Community's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Outline and Participants' Materials for Application Sessions for Community Group Members.

Council of Chief State School Officers, Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date Sep 78
Contract No-300-76-0456
Note-143p.; For related documents, see SP 021 186, SP 021 189-191, and ED 206 600.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Change Agents; *Change Strategies; *Community Role; Educational Change; Elementary Secondary Education; Equal Education; Nondiscriminatory Education; *Parent Role; Parent School Relationship; School Community Relationship; Sex Bias; *Sex Fairness; Social Attitudes; *Workshops
Identifiers-*Title IX Education Amendments 1972

This 2-day workshop package was developed to address the needs of members of community groups, parents, and other persons not employed by school systems with regard to Title IX and sex equity. The role of the community in reinforcing sex fairness and eliminating sex bias in teacher education curricula and in the classroom is the focus of this workshop. The workshop begins with a consideration of the need and rationale for Title IX. Title IX regulations and the grievance procedures are reviewed, followed by an examination of the application of the Title IX regulations and sex equity principles to the job functions of various groups of education personnel. Also presented are an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity. Specifications of the population, objectives, and instructional materials are outlined for each of the workshop's two sessions. The first session focuses upon building a knowledge base for bringing about changes in attitudes. Discussions are included on what concerned citizens can do to bring about community action and changes in schools to help eliminate sex bias and stereotyping. A review is made of ways in which community involvement serves schools and of techniques for assessing and increasing citizens' knowledge base and skills in influencing schools for change. The second session concentrates upon building skills for bringing about change. Establishing change goals and analyzing action alternatives are discussed as well as action planning and implementation of change. Sample worksheets and activity forms are included in the workbook. (JD)

ED222465 SP021189

McCune, Shirley; Matthews, Martha

Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Participant's Notebook.

Council of Chief State School Officers, Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date Sep 78

Contract No-300-76-0456

Note-154p.; For related documents, see ED 206 600, SP 021 186-187, and SP 021 190-191.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Attitude Change; *Compliance (Legal); Educational Legislation; Elementary Secondary Education; Equal Education; Federal Legislation; *Government School Relationship; Inservice Teacher Education; *Nondiscriminatory Education; Resource Materials; School Personnel; Sex Bias; *Sex Fairness; Staff Development; *Workshops

Identifiers-*Title IX Education Amendments 1972

This document is part of a multicomponent workshop package designed for training and staff development efforts for educational personnel and citizens interested in the implementation of Title IX of the Education Amendments of 1972. The workshops are in a sequence of five 3-hour sessions composed of three generic and two applications sessions. The first section of this notebook provides information on the background, purposes, organization, and objectives of the workshops. The second section contains seven articles that highlight and summarize issues and concepts presented in the generic sessions: (1) legal, social, and educational contexts of Title IX; (2) Title IX regulations and compliance requirements; and (3) considerations involved in the implementation of Title IX. Generic session worksheets comprise the third section, and the fourth section lists publications on Title IX and sex equity attainment, as well as audiovisual materials. (FG)

ED222466 SP021190

Sadker, Myra; Sadker, David

The Teacher Educator's Role. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Postsecondary Educators. Outline and Participants' Materials for Application Sessions for Teacher Educators.

Council of Chief State School Officers, Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date Sep 78

Contract No-300-76-0456

Note-155p.; For related documents, see SP 021 186-187, SP 021 189-191, and ED 206 600.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Classroom Environment; Equal Education; Instructional Materials; Nondiscriminatory Education; Postsecondary Education; Sex Bias; *Sex Fairness; Teacher Attitudes; *Teacher Education; *Teacher Educators; *Teacher Role; *Teacher Workshops; Teaching Styles

Identifiers-*Title IX Education Amendments 1972

This 2-day workshop package was developed to address the needs of teacher educators with regard to Title IX and sex equity. The role of teacher educators in reinforcing sex fairness and in eliminating sex bias in teacher education curricula and in the classroom is the focus of the workshop. The workshop begins with a consideration of the need and rationale for Title IX. Title IX regulations and grievance procedures are reviewd, followed by an examination of the application of the Title IX regulations and sex equity principles to the job functions of various groups of education personnel. Also presented is an overview of the change process and an opportunity for participant action planning related to Title IX compliance and the achievement of sex equity. Specifications of the population, objectives, and instructional materials are outlined for each of the workshop's two sessions. The first session addresses the subject of preparing teachers to analyze and alleviate sex bias in instructional materials. The session includes discussions on assessing elementary, secondary, and teacher education textbooks for biased wording and attitudes and provides guidelines for forming a curricular response to sex-biased materials. The second session covers the topic of forms of sex bias in instructional procedures and in teacher education classrooms. Affirmative teaching strategies to eliminate bias are presented. Ways of alleviating sexism through institution building and scholarship are discussed. Sample worksheets and activity forms are included in the workbook. (JD)

ED222467 SP021191

Ulrich, Celeste; Berlin, Pearl

Implications of Title IX for Postsecondary Physical Education and Athletic Personnel. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Postsecondary Educators. Application Booklet for Physical Activity Personnel.

Council of Chief State School Officers, Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date Sep 78

Contract No-300-76-0456

Note-66p.; For related documents, see ED 206 600, SP 021 186-187, and SP 021 189-190.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Athletics; *Attitude Change; *College Faculty; Compliance (Legal); Curriculum Development; Educational Environment; Educational Legislation; Equal Education; Equal Facilities; Higher Education; Inservice Teacher Education; *Nondiscriminatory Education; Physical Education Facilities; *Physical Education Teachers; Program Administration; Program Budgeting; Resource Materials; Sex Bias; *Sex Fairness

Identifiers-*Title IX Education Amendments 1972

This document is a supplementary component of a multicomponent workshop package designed for training and staff development efforts for postsecondary education personnel. The package was designed to assist college and university personnel to gain: (1) an understanding of the manifestations and the effects of sex discrimination and sex bias in education; (2) an understanding of the requirements of Title IX and its implementation; and (3) skills and capabilities for the development and implementation of policies, programs, and management systems to ensure educational equity. This workshop component serves as a reference manual for physical activity personnel. The first section introduces the concept of sex equity and its implications for colleges and universities. Section 2 discusses the methods of assessing current policies and procedures to determine if sex discrimination is present. Guideline questions are included. Section 3 deals with problems and issues traditionally found to be targets for change in physical education programs: (1) curriculum; (2) teaching, learning, and performing environment; (3) administration; (4) funding; and (5) social interaction. Implementation strategies and resources are suggested. The fourth section discusses behaviors and attitudes that encourage sex equity. (FG)

ED222468 SP021192

Souster, Darrell K.

Teacher Attitude Toward and Student and Teacher Perception of Teaching Style and Achievement.

Pub Date Aug 82

Note-74p.; Doctoral dissertation, Walden University.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement; Classroom Techniques; Elementary Education; Student Attitudes; Student Characteristics; *Student Evaluation of Teacher Performance; Student Reaction; *Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness; Teaching Methods; *Teaching Styles; Test Construction

Identifiers-Souster Teacher Opinion of Research in Education

This study explored the interaction between teacher style and student achievement. A secondary aim of the study was to develop an instrument to rate teacher knowledge and understanding of instructional theory and practice as they affect student achievement. The Student Perception of Teacher Style (SPOTS) scale was administered to 504 sixth-grade students. Dependent variables were achievement test results as measured by the Canadian Test of Basic Skills (CTBS). Students were classified by their perceptions of their teachers' instructional styles and by socioeconomic status. Teachers of the students in the sample were also rated with the Teacher Style Checklist (TSC) scale, and they also completed an instrument constructed for the current study, the Souster Teacher Opinion of Research in Education (STORE) scale. An analysis of variance revealed that students taught by teachers using an indirect instructional style did significantly better on the CTBS language, reading, and mathematics subtests. With further analysis of variance procedures, it was also determined that low socioeconomic groups did significantly better on the CTBS language subtest when their teachers used indirect instructional styles. Teachers who used a combination of direct and and indirect teaching styles had higher group mean scores than either the direct or indirect styles on the STORE scale. This report presents a review of the literature on teaching style and student achievement, information on the construction of the STORE scale, procedure and design of the study, findings and conclusions (including results of the testing of five hypotheses), and discussion and implications of the study. Twenty-eight tables present information gathered from the study. (Author/JD)

ED222469 SP021201

Knight, Octavia B.; And Others

Inservice Training Program for Regular and Resource Teachers.

North Carolina Central Univ., Durham.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date 81
Grant-OEG-008000396
Note-238p.
Available from-Dr. Cecelia Steppe-Jones, Director of Special Education, P. O. Box 19746, North Carolina Central University, Durham, NC 27707 ($3.00).
EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Attitude Change; Classroom Techniques; Curriculum Design; Elementary Secondary Education; Individualized Education Programs; *Inservice Teacher Education; *Learning Modules; Learning Problems; *Mainstreaming; Program Development; *Resource Room Programs; *Resource Teachers; Special Education; Teacher Attitudes; Teaching Methods

An inservice program was designed to train regular classroom and resource teachers to use appropriate intervention and instructional strategies. Objectives for the two-semester, participation-based training program included increasing teachers' competence in the administration of a Resource Room Program, which would provide direct services to children with learning problems. To ensure that knowledge and competencies acquired during the inservice program would be properly and continuously applied, attention was given to strategies and techniques for changing the attitudes of regular and resource teachers. Topics covered in the training modules developed for the program included: (1) humanizing the teaching process; (2) inservice training: the personalized approach to instruction; (3) strategies for changing teacher attitudes; (4) the role and function of the resource teacher; (5) assessment and skill training of inservice teachers; (6) selection and evaluation of materials for a resource room; (7) individual education plans; (8) teaching styles and the learning process; (9) teaching values clarification; (10) utilizing paraprofessionals to enhance learning; (11) instructional procedures and classroom management; (12) involving parents in the learning process; and (13) enhancing cognitive skills through effective communication. In this report, program objectives and competencies to be acquired by participants are listed. Information is supplied on the program's impact, facilities for the inservice, cooperating agencies and personnel, and selection of participants. A schedule of training sessions, a list of participants, and profiles of project staff are also provided. The appendix presents module outlines that include statements of learning objectives, descriptions of activities, and references. (JD)

ED222470 SP021208

Howey, Kenneth R.; And Others

The Education of Teachers: A Look Ahead.

Report No-ISBN-0-28354-X
Pub Date 83
Note-211p.
Available from-Longman Inc., 19 West 44th St., New York, NY 10036 ($25.00).

Document Not Available from EDRS.

Descriptors-Beginning Teachers; Developmental Stages; *Educational Research; Educational Trends; Evaluation Criteria; Field Experience Programs; Futures (of Society); Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *Program Development; *Program Evaluation; *Program Improvement; Research Methodology; Student Teaching; *Teacher Education Programs; Teacher Orientation

Both the history and research foundations behind teacher education are reviewed in this collection of essays. The current knowledge base is assessed by several scholars in the teacher education field, and suggestions are made for future efforts in teacher selection and training. In chapter 1 (Kenneth R. Howey), an overview provides insights into the needs of the beginning teacher, the perceptions of experienced teachers, and areas which appear most in need of further experimentation, understanding, or improvement. In chapter 2 (Del Schalock), it is suggested that major advances in teacher education are not likely until research on the costs and benefits of natural and/or planned program variation are undertaken. Multiple examples are provided of the various types of program improvement studies that are needed, and the advantages and limitations of each approach are reviewed. Theoretical frameworks for guiding the education of teachers are discussed in the third chapter (Norman A. Sprinthall and Lois Theis-Sprinthall), which presents a review of emerging theoretical perspectives and research findings related to cognitive development in adults. Chapter 4 (Martin Haberman) focuses on research on preservice teacher education. The current trend toward more school-based experience is analyzed. In chapter 5 (James M. Cooper), an examination is made of how key aspects of initial teacher education might be evaluated. The advantages and disadvantages of different evaluation designs are discussed, and examples are presented of program evaluations conducted by eight teacher preparation institutions. Research and nonresearch literature concerned with the beginning teacher is analyzed in the sixth chapter (John M. Johnston and Kevin Ryan). Limitations of much of this research are noted, and the need for research which will provide a more complete picture of the complex events in the lives of beginning teachers is underscored. Chapter 7 (Sam J. Yarger and Gary R. Galluzzo) presents an examination of the inservice phase of teacher education. The final chapter (William E. Gardner) presents an examination of several common themes and salient issues which appear in the book. (JD)

ED222471 SP021217

Teaching in Canada. 1982. Third Edition.
Canadian Teachers' Federation, Ottawa (Ontario).
Report No-CTF-C8-2309; ISBN-0-88989-134-6
Pub Date Oct 82
Note-46p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education; Faculty Mobility; Foreign Countries; *Public School Teachers; Schools of Education; Teacher Associations; *Teacher Certification; *Teacher Employment; Teacher Employment Benefits; *Teacher Placement; Teacher Qualifications; Teacher Responsibility; *Teacher Supply and Demand; Teaching (Occupation); *Teaching Conditions
Identifiers-*Canada

Information on teaching in Canadian public schools is the primary focus of this booklet which answers frequently asked questions, received by the Canadian Teachers' Federation, on teaching conditions and requirements, resources, and institutions. Topics covered are: (1) the roles, duties, and qualifications of teachers; (2) teaching outside the public schools and in other related occupations; (3) education and qualifications; (4) salaries, benefits, and opportunities for advancement; (5) teachers' associations; (6) retirement, appointment, and tenure; (7) moving from province to province and teacher exchange programs; (8) qualification requirements for teachers from abroad; (9) working conditions; (10) finding a position; and (11) teacher supply and demand. Tables provide data on requirements, salaries, and areas of demand in the provinces. Appendices supply addresses of departments of education, teacher organizations, qualification and placement agencies, and major Canadian newspapers. A list of 22 references is included. (FG)

ED222472 SP021219

Kelly, Eugene W., Jr.

Beyond Schooling: Education in a Broader Context. Fastback 177.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Spons Agency-Phi Delta Kappa, Washington, DC. George Washington Univ. Chapter.

Report No-ISBN-0-87367-177-5

Pub Date 82

Note-49p.

Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education; Community Education; Continuing Education; *Cooperative Programs; Delivery Systems; *Educational Cooperation; Educational Trends; Futures (of Society); *Human Services; *Nonschool Educational Programs; School Business Relationship; School Community Relationship; *Systems Development

Identifiers-Human Service Educators

Education occurs in many diverse settings, but the achievement of individual, societal, professional and vocational, corporate, and cultural and leisure goals is hindered by lack of interrelatedness among educating units. Duplication of educational efforts wastes resources; discontinuity of educational experiences impedes learning; and fragmentation of educating units results in unmet educational needs. The broad concept of education should be turned into a practical reality. In this reality, educating units from all sectors would be productively connected in a broad and comprehensive system of education. In such a system, individual educating units would continue to pursue their special goals but would also relate to and collaborate with other units in achieving all educational goals. Coordinated efforts would result in direct support and collaboration among diverse educating units. The system would not be a hierarchy, bureaucracy, government, or private institution, but would have sufficient structure to afford continuity in communication, collaboration, coordination, and problem solving. (JD)

ED222473 SP021220

Demetrulias, Diana A. Mayer; Deutsch, Alleen

New Audiences for Teacher Education. Fastback 178.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Spons Agency-Phi Delta Kappa, Omaha, NE. Univ. of Nebraska at Omaha Chapter.

Report No-ISBN-0-87367-178-3

Pub Date 82

Note-44p.

Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education; *Adult Educators; Educational Demand; *Educational Trends; Futures (of Society); Inservice Education; *Nonschool Educational Programs; Postsecondary Education; Professional Continuing Education; *Teacher Education Programs; *Teaching (Occupation); Teaching Skills

Identifiers-*Human Service Educators

Educational needs are changing as social and economic characteristics of society evolve. Since teacher education institutions have historically had the responsibility for preparing educators for elementary and secondary schools, they must now take the responsibility for preparing educators for business, industry, government, human services, and other diverse educational settings. Women and senior citizens can also benefit from training in teaching skills tailored to their specific needs and interests. The human service educator is a new role being conceived for teachers, implying change, redefinition, and creativity in response to adult education needs. To address the needs of the human service educator, teacher education institutions must adapt and, in many cases, reform their curriculum focus. These programs are already being offered in a growing number of universities to meet the needs of three groups of educators: (1) teachers seeking alternative teaching careers; (2) preservice teachers seeking positions in nonschool settings; and (3) professionals already teaching in nonschool settings. (FG)

Anang, Arlene; Lanier, Perry

Where is the Subject Matter?: How the Social Organization of the Classroom Affects Teaching.

Michigan State Univ., East Lansing. Inst. for Research on Teaching
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-IRT-RS-114
Pub Date Oct 82
Contract No-400-81-0014
Note-28p.; Paper presented at the Annual Meeting of the American Anthropological Association (Los Angeles, CA, December 1981).
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Environment; *Classroom Techniques; Grade 9; Group Dynamics; High Schools; Individual Instruction; Mathematics Instruction; Social Studies; *Student Reaction; Student Teacher Relationship; Teacher Attitudes; *Teacher Behavior; Teacher Response; *Teaching Styles

Two ninth-grade classrooms and the dynamics between the social organization of the classroom and the teaching of subject matter were studied. A general mathematics and a social studies class, both geared for the academically deficient, were observed during one academic year. Observations focused on student and teacher behavior in the two classes and on the events, both social and academic, to which students and teachers reacted. The two teachers differed in their goals, expectations, and classroom organizational structures. The mathematics teacher's goals focused on the students' general knowledge and attitudes about the specific subject matter, while the social studies teacher's goals were oriented toward general skills that were applicable to most subjects. The social studies teacher viewed the students' learning problems and limitations as "end-point factors"--factors that prohibited the teacher from teaching or focusing more on subject matter. The mathematics teacher treated these problems and limitations as "beginning-points"--the place to begin planning and instruction. The mathematics teacher supported students as he worked directly with them, and he encouraged them to attempt higher level tasks. The social studies teacher attempted to gain student cooperation and participation by reducing the level of risk in any task through giving answers to the students and making classroom work easy. The differing goals and expectations of the teachers influenced their choices and the depth to which they could present subject matter. The relative positions of the subject matter and the social organization in the two classrooms affected the students' opportunities to learn. (JD)

ED222475 SP021223

Anderson, Charles W.

The Use of Codified Knowledge in Five Teacher Education Programs: A Comparative Analysis.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-IRT-RS-118

Pub Date Jul 82

Contract No-400-81-0014

Note-42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).

Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.50).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Planning; *Educational Research; Educational Resources; Higher Education; *Information Seeking; Information Sources; *Program Development; *Research Utilization; *Teacher Education Programs

Ways in which five teacher education program development teams used codified knowledge in educational literature were examined. Questions guiding the research included: (1) To what extent was educational literature considered during the deliberations of the program development teams? (2) What was the relationship between discussions of educational literature and discussions of the content or organization of the proposed teacher education programs? and (3) To what extent did educational literature seem useful in responding to the expressed needs of the development team members? The documents examined contained meeting minutes of five development teams during a 1-year period. Findings included: (1) Empirical research results were mentioned in less than 1 percent of the recorded discussions in any group; (2) Philosophical statements were virtually unmentioned in the minutes of two groups but were extensively discussed over a 2-month period in the deliberations of a team focusing on academic learning; (3) Team members rarely asked questions that could be answered by appeal to research or philosophical literature (most questions concerned needs for specific information, such as certification requirements or student enrollment figures); and (4) Discussion of codified knowledge was rarely associated with discussions of the content or organization of instruction. When such associations did occur, they usually concerned knowledge in the information category. (Author/JD)

ED222476 SP021226

A Guide to Preparing Reports Responding to Standards and Criteria Used to Approve Illinois Teacher Education Institutions and Programs.

Illinois State Board of Education, Springfield.
Pub Date Aug 82
Note-37p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accreditation (Institutions); *Evaluation Criteria; Higher Education; *Institutional Evaluation; Policy Formation; Preservice Teacher Education; *Program Validation; *State Standards; *Teacher Education Programs
Identifiers-*Illinois

The 12 standards used to approve Illinois teacher education institutions are discussed in this guide. These standards represent duly filed rules and regulations under which the state superintendent of education, in consultation with the state teacher certification board, meet the statutory responsibility to recognize teacher education institutions. It is noted that the standards fall into two broad categories; (1) Standards 1-4, 11, and 12 determine the adequacy of the institution's commitments to teach education and the general results of these commitments; and (2) standards 5-10 test the institution's capacity to conduct programs in a fashion that ensures equitable and fair treatment of applicants and candidates. Eleven criteria used to approve Illinois teacher education programs are also outlined, and descriptions of the rationales and intent of each criterion are provided. Suggestions are made on kinds of evidence institutions should present to demonstrate that a program complies with each criterion. A chart is included summarizing the meaning of the criteria and displaying their interrelationships. (JD)

ED222477 SP021228

Semple, Edward E., Jr.

Learning Style. A Review of the Literature.

Pub Date [82]

Note-47p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Aural Learning; *Cognitive Style; Elementary Secondary Education; Kinesthetic Perception; *Learning Modalities; *Learning Processes; Memory; *Psychological Characteristics; Tactual Perception; *Teaching Styles; Visual Learning

This review of literature on the topic of learning style opens with a history of the development of theories on information processing habits which represent the learner's typical modes of perceiving, thinking, remembering, and problem solving. A discussion is included on writings about the sense modalities used in learning--visual, aural, kinesthetic, and tactual. Research writings are reviewed on the subjects of: (1) learning style stability; (2) learning style and teaching style; (3) learning style and reading and math achievement; (4) age and sex in relation to learning style; (5) learning style and self-concept; (6) learning style of gifted students and slow learners; and (7) learning style and sociometric choices. A bibliography of the 128 references cited in the review is included. (JD)

ED222478 SP021233

Wilson, Mary Alice B.

Developing a Computerized Resource Retrieval System. Inservice Series No. 5.

Hampshire Educational Collaborative, Northampton, MA.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date 81

Note-54p.

Available from-Hampshire Educational Collaborative, 58 Pleasant St., Northampton, MA 01060 ($7.00).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Computer Literacy; *Computer Oriented Programs; Computer Programs; *Data Collection; Educational Trends; Elementary Secondary Education; *Information Processing; Information Sources; *Information Systems; Inservice Teacher Education; *Resource Staff; Teacher Education Programs

This booklet was written to assist organizations in determining whether a computerized resource system would be useful, to understand the steps necessary to develop such a system, and to judge the computer programs for adaptation or adoption. The experience of the Hampshire Educational Collaborative Inservice Program (Northampton, Massachusetts) is used as an example. The gradual accumulation of data on resource people and organizations for inservice teacher education is recounted, leading to the decision to put the information in a computerized retrieval system. Factors involved in designing the resource system, such as staff and user goals, information categories, and legal implications, are reviewed. An account of the frustrations of an equipment change and of the resulting reexamination of goals and categories emphasizes the importance of flexibility and detailed planning. Data collection, coding, and entry are addressed along with publicity for the ongoing system. Appendices contain the first and revised sets of user instructions, sample printouts from the computer program, and a list of the subject categories stored in the database. (FG)

ED222479 SP021234

Wilson, Mary Alice B.

Helping Teachers Become Inservice Facilitators. A Training Program to Develop School-Based Inservice Planning Teams. Seventh Edition. Inservice Series No. 6.

Hampshire Educational Collaborative, Northampton, MA.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date 81

Note-201p.

Available from-Hampshire Educational Collaborative, 58 Pleasant St., Northampton, MA 10060 ($12.00).

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Administrator Role; *Cooperative Planning; Educational Resources; Elementary Secondary Education; *Inservice Teacher Education; *Leadership Training; Linking Agents; Needs Assessment; Policy Formation; *Program Development; Resource Allocation; School Community Relationship; School Districts; *Teacher Education Programs; Teacher Workshops; *Team Training

This manual is designed for the training of inservice facilitator teams, which include regular and special education teachers, administrators, and other school district staff. Inservice facilitator teams are defined as teams which develop inservice programs for their school system. Each chapter focuses on a specific skill for the training teams; the importance of each skill and alternative activities for teaching the skill are described. Each chapter also describes the continuing support network that is essential to keeping the teams functioning successfully. Chapter 1 presents an overview of the functions and responsibilities of inservice facilitator teams and information on how to use the manual. In chapter 2, there is a description of the strategies to be used in setting up a team, selecting participants, the modeling of team skills by the training staff, and the structured interaction of team members. In the third chapter, techniques are discussed that may be used to help teams share their perceptions of their school system and establish achievable goals. Chapter 4 describes several ways to introduce needs assessment techniques. The fifth chapter offers descriptions of activities that are used to help teams develop resource management skills. Strategies for managing workshops are presented in the sixth chapter. Chapter 7 includes activities which can be used throughout the workshop to enhance communication skills. The eighth chapter is devoted to a discussion of how to develop and maintain political support. The final chapter presents a review of the work of the training staff and articulates the theoretical basis for a successful inservice program. (JD)

ED222480 SP021242

Marini, David C.; Fopeano, Richard

Sexuality Education: What It Is and What It Isn't.

Pub Date Oct 82
Note-12p.; Paper presented at the Annual Meeting of the American School Health Association (56th, Phoenix, AZ, October 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Developmental Stages; Elementary Secondary Education; Health Education; Individual Development; *Negative Attitudes; *Parent Attitudes; *Parent School Relationship; Self Concept; *Sex Education; *Sexuality; Social Responsibility; Values

As socially supported institutions, schools must take their share of the responsibility for developing a comprehensive curriculum about family life and sexuality education. Schools have the opportunity to integrate sound sexual information, understanding of attitudes, and the development of knowledge related to sexual matters along with instruction students receive in other areas. A concern of school administrators and teachers is opposition from community action groups, some of which may be organized outside the community and involve relatively few actual community members. Parents rightfully have the primary responsibility and opportunity for assisting their children in the development of positive health practices, attitudes, and values including those connected with human sexuality. While the majority of parents feel that sex education is important for their children, less than 20 percent of parents actually take an active role in educating their children. The ideal in formal school sexuality education programs is to have the school working in a partnership with parents in providing accurate and honest sexuality education. However, parents will not understand the school's intentions of partnership unless the school makes them aware of it and works with them. Sexuality education can realistically be regarded as a valid educational pursuit which holds the promise of making significant contributions. It can add not only to the solution of important social problems but also to the enrichment of individual personal lives. (JD)

ED222481 SP021248

Marini, David C.; Jones, Herbert L.

Sexuality Education as Viewed by Local School Board Members and Superintendents in Indiana.

Pub Date Oct 82

Note-50p.; Paper presented at the Annual Meeting of the American School Health Association (56th, Phoenix, AZ, October 7, 1982).

Available from-Centre for Sexuality Education, Department of Physiology and Health Science, Ball State University, Muncie, IN 47306 ($3.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Attitudes; *Board of Education Policy; Curriculum Development; Educational Responsibility; Elementary Secondary Education; Health Education; Moral Issues; Parent Attitudes; Parent Responsibility; *Policy Formation; Program Development; Program Implementation; *School Role; *Sex Education; State Standards; Superintendents; Teacher Role

Identifiers-*Family Life and Sex Education Questionnaire; *Indiana

This report presents findings from a survey of Indiana school superintendents' and school board members' attitudes about the school's role in sex education. Data were obtained for the study by means of a questionnaire; 645 completed "Family Life and Sex Education Questionnaires" were returned. Data, presented in tabular form and followed by a summary, were gathered on: (1) demography of the responding population; (2) policy makers' views on the school's role in sex education; (3) reasons for offering sex education; (4) reasons why sex education is not offered in schools; (5) the expected outcomes of well-planned programs; (6) approved content for such programming; and (7) views on a variety of statements about sex education which are often found in the literature. Also reported are respondents' comments on: (1) the place/locale for sex education; (2) sex education with/without values; (3) emphasis within a program; (4) planning such a program; (5) role/preparation of the teacher; (6) opposition to such instruction; and (7) the research design/questionnaire. A summary lists 37 findings, drawn from responses to the questionnaire, about sex education in Indiana along with 10 conclusions about Indiana policy makers' attitudes and 7 recommendations. (JD)

ED222482 SP021261

Tursman, Cindy

Good Teachers: What to Look For. Education USA Special Report.

National School Public Relations Association, Arlington, Va.

Pub Date 81

Note-101p.

Available from-National Schools Public Relations Association, 1801 N. Moore St., Arlington, VA 22209 (Stock No. 411-13560, $13.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classroom Techniques; Educational Quality; *Educational Research; Educational Strategies; Elementary Secondary Education; Instructional Improvement; Teacher Attitudes; Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness; *Teaching Methods; Teaching Models; *Teaching Styles

Identifiers-Teacher of the Year Award

Trends and issues in research into effective teaching are examined in this report. The status of the teaching profession is discussed in the first chapter, and developments in teacher evaluation, unionization, and effective schools research are traced. In the second chapter, research findings on the effects of teaching styles and of teacher behavior and attitudes are reviewed. Chapter 3 contains an overview of findings on teaching methods. Successful school models are described, and variables in the teaching setting, such as class size, formal versus informal instruction, and individualized instruction methods are featured. Research on classroom management and behavior problems is reviewed in the fourth chapter. The fifth chapter contains excerpts from interviews with 11 Teachers of the Year on their teaching methods and their attitudes toward teaching. Recommendations, models, and tips are offered in the sixth chapter. A bibliography of over 60 references is appended. (FG)

ED222483 SP021264

Farber, Barry A.
Stress and Burnout: Implications for Teacher Motivation.
Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date Mar 82
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education; *Job Satisfaction; *Stress Variables; *Student Teacher Relationship; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Burnout; *Teacher Motivation; Teacher Persistence; Teaching (Occupation); Teaching Conditions; Vocational Adjustment

Motivating aspects and stress factors of teaching were identified in a study of public school teachers in suburban New York (state) and New Jersey schools. Thirty percent (398) of the teachers contacted participated in the study, which consisted of a 65-item questionnaire, the Teacher Attitudes Survey, adapted from the Maslach Burnout Inventory. The most satisfactory experiences for the teachers were those that made them feel sensitive to and involved with their students and committed to and competent in their jobs. Relationships with their colleagues, families, and friends also were important. Sources of stress were excessive paperwork, unsuccessful administrative meetings, and lack of advancement opportunities. Three major factors emerged as a result of factor analysis with varimax rotations: (1) general feelings of burnout; (2) commitment to the teaching profession; and (3) working closely with students. Few significant subgroup differences were apparent among the teachers. The results of the survey are significant, although limited by the location of the schools, the representative nature of the sample, and the lack of longitudinal data. (FG)

ED222484 SP021266

Utah Professional Practices Advisory Commission. Annual Report for the Year Ending June 30, 1982.

Utah State Office of Education, Salt Lake City.
Pub Date 82
Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees; *Codes of Ethics; Educational Improvement; Educational Malpractice; *Legal Responsibility; *Peer Evaluation; Policy Formation; *Standards; *State Licensing Boards
Identifiers-*Utah

The Utah Professional Practices Advisory Commission is charged with promoting and maintaining a high degree of professional ethics and practices in education. A majority of its members are classroom teachers. The commission has the responsibility of establishing procedures for acting on alleged violations of standards of ethical conduct and serves as an advisory body for the Utah State Board of Education on professional practices criteria. It is empowered to conduct hearings, issue warnings or reprimands, and recommend revocation or suspension of certificates. It also has the power to administer oaths and request presentation of documents. It is self-governing and has the duty of making recommendations for the improvement of the education profession. This annual report contains: (1) a summary of minutes of commission meetings between July 1981 and June 1982; (2) a resume of cases investigated and hearings conducted with a statement of the issue involved and disposition of each case; (3) a tabular summary of actions taken in 80 cases by the commission between 1973 and 1982; (4) an outline of goals and accomplishments of the commission during 1981-82; and (5) a description of the peer review system developed by the commission, including a list of peer reviewers currently certified and available for assignments. (JD)

ED222485 SP021271

Glover, Elbert D.

The Texas School Health Education Study. A Summary Report. A State Wide Study Evaluating the Health Knowledge of 3,529 Freshmen Students Enrolled at 35 Institutions of Higher Education in Texas During the 1978-79 Academic Year.

Texas Christian Univ., Fort Worth.

Pub Date Dec 80

Note-35p.; Funded by the Research Foundation.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement; *College Freshmen; *Educational Assessment; Elementary Secondary Education; *Health Education; *Knowledge Level; Program Evaluation; *Program Improvement; State Standards; State Surveys; Student Attitudes

Identifiers-*Texas

Based on the need for an investigation of the impact of health education throughout Texas, a research proposal was prepared and submitted to the Texas Christian University Research Foundation in the fall of 1978. The 2-year study was limited to freshman students enrolled in the 123 colleges and universities in Texas. By selecting freshman students, it was believed that the results of the study would prove useful in assessing the effectiveness of current school health instructional programs in Texas elementary and secondary public schools. The Kilander-Leach Health Knowledge Test, the study instrument, consists of 100 multiple-choice questions which are divided into 11 health areas: (1) personal health; (2) community health; (3) nutrition; (4) family living; (5) first aid; (6) safety; (7) consumer health; (8) chronic disease; (9) mental health; (10) stimulants and depressants; and (11) communicable disease. Statistical data obtained from the survey are presented in tabular form. In a discussion of the implications of the findings of the study, the point is made that modifications need to be made in existing Texas health education programs. When analyzed by content areas, the results indicated that, in terms of knowledge, respondents did not display strength or even moderate strength in any content area. An analysis of the findings is followed by recommendations for the improvement of existing health programs in the public schools and in institutions of higher education. (JD)

ED222486 SP021272

Roberts, Jane M. E.; And Others

Instructional Improvement in Maryland: A Study of Research in Practice.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-Maryland State Dept. of Education, Baltimore.; National Inst. of Education (ED), Washington, DC.

Pub Date Oct 82

Note-346p.

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Action Research; Change Strategies; Classroom Techniques; *Educational Improvement; *Educational Innovation; Elementary Secondary Education; Learning Processes; Mastery Learning; Peer Teaching; Program Evaluation; *Program Implementation; *Research Utilization; School Effectiveness; *Teacher Effectiveness; Time on Task; *Training Methods

Identifiers-Maryland; School Improvement Through Instructional Process

In 1980, the Maryland State Education Agency initiated a statewide effort, School Improvement Through Instructional Process (SITIP), to put into practice the results of research on classroom management and school effectiveness. SITIP was intended to provide training and technical support to all local education agencies (LEA's) during the adoption and implementation of innovative instructional processes. This report on the SITIP program contains eight chapters, the first of which is an introduction to the program. Chapter 2 of this report describes the stages and purposes of SITIP along with the topics, conferences, and institute conducted. Four topics were chosen for consideration in these meetings: (1) mastery learning; (2) student team learning; (3) management and use of instructional time; (4) and processes for instructional improvement. Chapter 3 summarizes an overview of an independent evaluation of the SITIP program. Included in the evaluation are questions addressed, measures and methods of data collection, data sources, data analysis, and reporting procedures. Chapter 4 contains a discussion of the three kinds of training events organized by the SITIP program: awareness conferences, summer institutes, and follow-up sessions. Each type of training event is described, and data are provided indicating attendance patterns and participant concerns and reactions. In the fifth chapter, a description is given of plans developed by participating LEA's for implementation of innovations and the technical assistance needs. Chapter 6 describes local implementation efforts concerning the four central conferences and institutes topics. The seventh chapter reports on technical assistance provided by the Maryland State Department of Education in support of local implementation of the four SITIP topics. The final chapter reviews SITIP activity areas and synthesizes major findings from the program. This report contains 83 tables presenting information on the SITIP program. (JD)

ED222487 SP021274

Rotter, Joseph C.; Robinson, Edward H., III

Parent-Teacher Conferencing. What Research Says to the Teacher.

National Education Association, Washington, D.C.
Report No-ISBN-0-8106-1057-4
Pub Date 82
Note-33p.
Available from-National Education Association Professional Library, P. O. Box 509, West Haven, CT 06516 (Stock No. 1057-4-00; $2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communication Apprehension; *Communication Skills; Educational Research; Elementary Secondary Education; *Interpersonal Communication; *Interpersonal Competence; *Parent Participation; *Parent Teacher Conferences; Parent Teacher Cooperation; *Teacher Effectiveness

Effective parent-teacher conferences have the potential to be the single most educationally valuable event for the student during the school year. With increased parental involvement in the day-to-day operation of the schools and greater parental awareness of the educational process, it becomes apparent that educators need to be prepared to respond to renewed parental interest in the education of their children. From both an ethical and a legal perspective, communication between parents and teachers is imperative. However, inappropriate procedures and inadequate skills and knowledge can create greater problems than may have existed before the meeting. This publication is intended to help teachers to improve their parent-teacher conferencing skills. First, it examines the historical background and research relating to parent-teacher conferences. Then, it suggests effective ways for teachers to improve their communication skills with parents and to involve parents in the educational, personal, and social development of their children. The core elements of effective conferencing--listening, perceiving, attending, responding, and initiating--are identified and discussed. A list of 78 references is appended. (JD)

ED222488 SP021275

Wilen, William W.

Questioning Skills, for Teachers. What Research Says to the Teacher.

National Education Association, Washington, D.C.
Report No-ISBN-0-8106-1058-2
Pub Date 82
Note-33p.
Available from-National Education Assocation Professional Library, P. O. Box 509, West Haven CT 06516 (Stock No. 1058-2-00; $2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement; Classroom Communication; Educational Research; Elementary Secondary Education; *Learning Processes; *Questioning Techniques; Student Attitudes; *Student Participation; *Student Reaction; Teacher Behavior; Teacher Improvement; *Teaching Methods
Identifiers-Wait Time

This publication reviews research findings related to the verbal questioning behaviors and practices of teachers. It emphasizes current research related to the impact of questioning practices on student thinking, achievement, and attitudes. This includes questioning techniques and strategies and approaches to analyzing classroom questions. A list of teaching suggestions synthesized from a variety of research studies dealing with questioning is presented: (1) plan key questions to provide lesson structure and direction; (2) phrase questions clearly and specifically; (3) adapt questions to student ability level; (4) ask questions logically and sequentially; (5) ask questions at a variety of levels; (6) follow up student responses; (7) give students time to think; (8) encourage student questions; and (9) use questions that encourage wide student participation. These techniques are discussed and analyzed as they apply to improvement of teachers' questioning practices and the impact on learning outcomes. The final section of the monograph is devoted to methods for improving teachers' questioning practices. (JD)

ED222489 SP021276

Slavin, Robert E.
Cooperative Learning: Student Teams. What Research Says to the Teacher.
National Education Association, Washington, D.C.
Report No-ISBN-0-8106-1055-8
Pub Date 82
Note-33p.
Available from-National Education Association Professional Library, P. O. Box 509, West Haven, CT 06516 (Stock No. 1055-8-00; $2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement; *Class Organization; Classroom Techniques; Educational Research; Elementary Secondary Education; *Group Activities; Group Dynamics; Helping Relationship; Interpersonal Relationship; Learning Processes; Mainstreaming; Peer Relationship; Peer Teaching; Self Concept; Teaching Methods; *Teamwork
Identifiers-*Cooperative Learning

This monograph presents descriptions of six extensively researched and widely used cooperative learning methods and discusses research on the effects of cooperative learning. The term "cooperative learning" refers to instructional methods in which students of all levels of performance work together in small groups toward a common goal. The essential feature of cooperative learning is that the success of one student helps other students to be successful. The six methods are: (1) Student Teams Achievement Divisions (STAD); (2) Teams-Games-Tournaments (TGT); (3) Team-Assisted Individualization (TAI); (4) Jigsaw; (5) Learning Together; and (6) Group Investigation. Some methods are highly structured, with well-specified group tasks and group rewards, while others give more autonomy to students and have fewer specified group rewards. Some of these methods are used almost exclusively in social studies, and one is designed only for mathematics. Several can be used in all subject areas. All grade levels are represented. A case study of a junior high school student experiencing student team learning methods is presented, illustrating how team learning methods are used and where they are most effective. Reports are presented on research studies that examined the various methods of implementing student team cooperative learning. Their impact on academic achievement, intergroup relations, mainstreaming, and student self-esteem is discussed. The overall conclusion drawn from this research was that, when the classroom is structured so that students can work cooperatively on learning tasks, students benefit academically as well as socially. A 58-item bibliography is appended. (JD)

ED222490 SP021277

Tips and Techniques: Ability Grouping and Performance Evaluation in Physical Education.

Illinois State Board of Education, Springfield. Equal Educational Opportunity Section.
Pub Date 82
Note-26p.; Proceedings of the Physical Education Ability Grouping and Performance Evaluation Symposium (Ottawa, IL, August 13-14, 1981). Prepared by the Title IV Sex Desegration Project.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Ability Grouping; *Coeducation; Elementary Secondary Education; Equal Education; Evaluation Criteria; Measures (Individuals); Motor Development; Performance Tests; *Physical Education; Physical Fitness; *Program Implementation; Sex Differences; *Sex Fairness; *Student Evaluation
Identifiers-Illinois

This monograph presents a discussion of the problems involved in implementing sex-fair coeducational classes in physical education. Suggestions, which grew out of a symposium on coeducational physical education, are offered on procedures that may be used for ability grouping, such as what type of test(s) are appropriate and when to use single or separate standards for grouping. Suggestions are also made on performance evaluation, such as when to use separate and single standards and how to assess students' approaches to physical education activities as well as the results of competition. Methods of fair grading are also discussed. Also included are abstracts of symposium papers on the topics of: (1) the use of health-related physical fitness tests to achieve sex-fair ability grouping (Sharon Plowman); (2) use of skill/activity tests to achieve sex-fair ability grouping in physical education (Marian E. Kneer); (3) use of motor ability tests to achieve sex-fair ability groups; (Margaret J. Safrit and Terence M. Wood); (4) practical management concerns regarding the use of health-related motor and skill tests to achieve sex-fair ability groupings (Janet Fuller); (5) conceptual approach to sex-fair performance evaluation (Barbara J. DeLong); (6) practical/management approach to sex-fair performance evaluation (Ann Stevens and Ken McGonagle); (7) sex-fair performance evaluation (Helga Deutsch); and (8) Deerfield High School's sex-fair performance evaluation (Bob Jones). (JD)

ED222491 SP021278

Schubert, Nancy A.

Educators' Perception of the Degree That Their Students Learn According to Selected Principles of Learning.

Pub Date 81

Note-18p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Techniques; Educational Attainment; Elementary Secondary Education; *Knowledge Level; *Learning Processes; *Learning Theories; Sex Differences; *Student Characteristics; Student Teacher Relationship; *Teacher Attitudes; *Teacher Characteristics; Teacher Role; Teaching Experience; Teaching Styles

A study sought to determine to what degree educators are cognizant of principles of learning as applied to the students they teach. Examined were the relationships among: (1) the criterion variable of educators' perception of the degree that their students learn according to selected learning principles and (2) the predictor variables of work role, years of teaching experience, highest degree attained, sex, and type of school district where employed. The sample consisted of 123 teachers and administrators with a mean of 13.3 years of teaching/administration experience. A questionnaire was mailed to each subject to collect demographic information as well as to obtain the educator's reactions to 20 statements concerning the extent to which their students learn according to selected principles of learning. A significant independent relationship was found to exist between the criterion variable and the predictor variables of work role and sex. No significant independent relationship was found to exist between the criterion variable and the predictor variables of teaching experience, highest degree attained, and type of school district where employed. It is concluded that educators are highly cognizant of principles of learning as applied to the students they teach. (Author/CJ)

ED222492 SP021281

Bell, Paul E.

Teachers' Expertise in Subject Matter: A Catch 22.

Pub Date Oct 82

Note-26p.; Paper presented at the Annual Conference of the National Staff Development Council (Detroit, MI, October 21, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum Development; Elementary Secondary Education; Information Needs; *Information Sources; *Inservice Teacher Education; Instructional Materials; *Intellectual Disciplines; *Knowledge Level; *Media Selection; Professional Development; Staff Development; Student Characteristics; *Teacher Improvement

Current approaches to inservice teacher education emphasize process and do not adequately address the maintenance and development of teachers' subject area expertise. It is possible that a well-documented curriculum can furnish adequate teacher renewal for content updating. However, how teachers will judge, select, and use appropriate materials without opportunities to expand their subject knowledge remains an unanswered question. Two studies of elementary, secondary, and middle school teachers suggest that teachers use eclectic and individualized approaches and a wide variety of sources, some of which are supported by their school or school district, to update their content knowledge. However, budget restrictions have curtailed school district efforts to support teacher inservice needs. The situation resembles a vicious circle wherein students' lowered test scores have led teachers to use their expertise to choose appropriate course material. Although these materials are often developed and tested according to teachers' specifications, there is less inservice support for teachers' content renewal. The need seems to be for a systematic and continual use of a basic staff development model that features high participant involvement, communication skills, interaction with content experts, and translation of content into learning activities. (FG)

ED222493 SP021284

Erwin, Barbara F.; Byers, Katharine V.

Professional Organization Profiles. Report of Selected National Professional Associations.

National Inservice Network, Bloomington, Ind.
Pub Date 82
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Delivery Systems; Educational Cooperation; *Educational Needs; Elementary Secondary Education; Human Services; *Information Dissemination; *Inservice Teacher Education; Institutional Cooperation; *Needs Assessment; Networks; *Professional Associations; Program Development; *Special Education

Representatives of 20 professional education associations were surveyed through questionnaires and interviews regarding their membership, their perceived needs in the education of handicapped students, professional development and dissemination activities, and collaborative efforts with other groups. This report from the National Inservice Network (NIN) presents a summary of the association representatives' responses to the survey: (1) American Association of Community and Junior Colleges; (2) American Association of Colleges of Teacher Education; (3) American Alliance of Health, Physical Education, Recreation and Dance; (4) American Association of School Administrators; (5) American Federation of Teachers; (6) National Alliance of Black School Educators; (7) American Society of Allied Health Professionals; (8) American Personnel and Guidance Association; (9) Association for Supervision and Curriculum Development; (10) National Art Education Association; (11) Council of Chief State School Officers; (12) ASPIRA; (13) Association of Childhood Education; (14) National Association of Elementary School Principals; (15) National Association of School Psychologists; (16) National Association of Secondary School Principals; (17) National Association of Social Workers; (18) National School Boards Association; (19) National School Volunteers Program; and (20) National Education Association. Included in this report is information on: (1) the needs identification procedures of the associations; (2) the professional activities and developments of the associations; (3) modes of information dissemination (journals, newsletters, etc.); and (4) areas of collaboration between the associations. Recommendations are offered on ways in which NIN can function more effectively to meet the identified organizational needs. (JD)

ED222494 SP021285

Grigsby, Greg

Persistent Problems and Promising Solutions in Inservice Education. Report of Selected REGI Project Directors.

National Inservice Network, Bloomington, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date 82
Note-41p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Problems; *Administrator Attitudes; *Educational Cooperation; Elementary Secondary Education; Financial Support; *Inservice Teacher Education; Institutional Cooperation; Interprofessional Relationship; Organizational Effectiveness; *Problem Solving; *Teacher Education Programs; Teacher Workshops
Identifiers-*National Inservice Network

This report summarizes and presents information from interviews with 22 National Inservice Network project directors. The purpose was to identify problems and solutions encountered in directing regular education inservice (REGI) projects. The projects were sponsored by institutions of higher education, state and local education agencies, and an intermediate educational unit. Part 1 of this report contains an analysis of the problem areas cited by the directors and an analysis of information gathered in the interviews. Because most of the problems were in the broad area of working relationships, part 2 presents descriptions of the problems in the subdivided areas of: (1) low priority and few resources; (2) resistance to program goals; (3) lack of direct administrative involvement and support; (4) poor intra-organizational relations; and (5) other problems (not in the area of working relationships). Information for each of the problems includes the respondent's number of years as director, type of sponsoring agency, types of personnel trained in the program, the problem, and its solution. (FG)

ED222495 SP021287

Kells, Patricia P., Ed.; And Others

Quality Inservice Materials. Report of the Task Force on Qualitative Assessment of REGI (Regular Education Inservice) Materials.

National Inservice Network, Bloomington, Ind.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date 82

Note-89p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Educational Resources; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Materials; *Learning Modules; *Mainstreaming; Program Content; Teaching Methods; Teaching Skills

The inservice materials described in this monograph are designed for regular classroom teachers who are working with mainstreamed children in elementary and secondary school classrooms. The first section contains abstracts of six series of inservice materials: (1) "I'm a Lot Like You"; (2) "Educating Students in the Least Restrictive Environment"; (3) "Computer Aided Instruction for Teacher Education"; (4) "Tips for Teachers: Teacher-Made Reading Materials for Handicapped Children"; (5) "Teaching Children with Special Needs"; and (6) "The Heart of Teaching." Abstracts of modules contained with each series note recommended length of time and type of instruction, target audience, types of student content areas, and description of instructional materials and approach. Similar information is given on individual (non-series) materials on: (1) adapting instruction for mainstreamed students; (2) behavior management strategies; (3) testing; (4) learning-disabled high school students; (5) expanding work options for exceptional students; (6) hearing impaired elementary school students; (7) managing troubled students; (8) building positive attitudes in handicapped students and their classmates; (9) methods and materials for working directly with children with special needs; (10) developing a school-based workshop program; (11) creating an awareness of test bias; (12) behavior management; and (13) activities for improving communication skills. Information is provided on source and availability for each of the programs. (JD)

ED222496 TM820068

Burstein, Leigh; Miller, Michael David

Report of Project Activities [and] Selected Topics in Regression-Based Analyses of Multilevel Educational Data. Measurement and Methodology, Work Unit 3: Analysis of Multilevel Data.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 78
Note-49p.; Pages 37-44 are of marginable legibility due to broken type.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Data Analysis; *Evaluation Methods; *Group Testing; Measurement Techniques; Quasiexperimental Design; *Regression (Statistics); Research Methodology; *Research Projects; Statistical Analysis
Identifiers-Analytical Methods; *Center for the Study of Evaluation CA; *Unit of Analysis Problems

The activities of the Multilevel Analysis Project of the Center for the Study of Evaluation from February 1 to June 1, 1978 are summarized. Twelve project staff activities are listed, including papers on alternative analytical models for identifying educational effects, conference presentations, and grant proposals. A report on empirical comparisons for a large data set is included: "Selected Topics in Regression-Based Analyses of Multilevel Educational Data." Within the domain of regression-based analyses of multilevel data from quasi-experiments and field studies in educational research and evaluation, the question of choice of unit of analysis or analytical model is discussed. The use of within-group slopes as indices in between-group analyses and the estimation of within-group dependency and its role in analyses of multilevel data are considered with illustrative empirical data. A trend to meta-analyses developing in educational evaluation is shown, and it is recommended that alternative analysis approaches be applied to a wide variety and sizeable number of actual data sets, each with potentially differing sets of inadequacies. Both the methods and the influence of data limitations on methods need further study. (CM)

ED222497 TM820241

Sinnott, Loraine T.
The Identification of Biased Items.
Educational Testing Service, Princeton, N.J.
Report No-ETS-RR-82-3
Pub Date Jan 82
Note-30p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Entrance Examinations; *Difficulty Level; Higher Education; *Item Analysis; Research Methodology; Sex Differences; *Test Bias; *Test Items; *Test Reliability
Identifiers-Graduate Management Admission Test; Multidimensional Approach

A standard method for exploring item bias is the intergroup comparison of item difficulties. This paper describes a refinement and generalization of this technique. In contrast to prior approaches, the proposed method deletes outlying items from the formulation of a criterion for identifying items as deviant. It also extends the mathematical framework of item difficulty comparisons to allow the simultaneous analysis of any number of groups. As an example, the proposed method is applied to a set of quantitative items selected from a business school admission test. (Author)

ED222498 TM820390

Rice, G. Elizabeth; Higgins, Norman

The Role of Standardized Testing in the Teacher's Evaluation Strategy.

Spons Agency-Arizona State Univ., Tempe. Coll. of Education.

Pub Date Mar 82

Note-29p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classroom Observation Techniques; *Classroom Techniques; Elementary Education; Ethnography; Evaluation Methods; Examiners; Program Effectiveness; *Standardized Tests; Student Evaluation; *Teacher Attitudes; Teacher Effectiveness; *Testing

Identifiers-*California Achievement Tests

Teachers' perspectives on the student assessment process and on the role of testing in that process are presented. Primarily ethnographic in approach, this study includes investigations of teachers' ideas and thought processes as well as observation of actual classroom practice. Six elementary teachers participated in a three-stage process of initial interviews, classroom observation, and post-interviews. Interviews included standard ethnosemantic procedures for eliciting a taxonomy of evaluation techniques, questions about the uses to which these techniques are put, and a judged similarity task for eight commonly mentioned techniques. The classroom observation sessions included the administration of the California Achievement Tests. Results indicate that there is considerable variation in teachers' opinions about standardized testing and in the classroom procedures for administering these tests. Despite this variation, the actual degree to which this testing and its products are employed by teachers is consistently quite small. Teachers perceive as most valid those techniques which are fully integrated into classroom instruction and over which they have full control. (Author/PN)

ED222499 TM820465

Corno, Lyn; And Others

Where There's a Way There's a Will: Self-Regulating the Low-Achieving Student.

Pub Date Mar 82

Note-58p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); Faint print in references.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement; *Achievement Need; Behavior Modification; Black Achievement; Black Students; Cognitive Development; *Educational Strategies; *Low Achievement; *Metacognition; *Motivation Techniques; Secondary Education; *Self Control; Student Development

The problem of increasing academic motivation and performance in low-achieving students is conceived as an instance of cognitive control, the deliberate process of regulating one's own thinking. The study used experienced teachers to aid in adapting and testing classroom techniques for helping low-achieving students to become more self-regulated learners. Instruments were developed to measure student self-report of various cognitive learning strategies and interpretations (mental planning, attributions, self-efficacy, etc.). A 6-week application of the classroom techniques with low socioeconomic status black high-school students showed low overall use of cognitive learning strategies, large differences in cognitive self-report between classes, and complex pre- and post-changes alternately favoring the treatment and control groups. Results are clouded by differences in teacher implementation and similarities between strategies used by treatment and control teachers. (Author)

ED222500 TM820525

Slaughter, Helen B.; Bennett, Adrian T.

A Sociolinguistic-Discourse Alternative for Language Proficiency Assessment.

InterAmerica Research Associates, Rosslyn, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 82
Grant-400-79-0042
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Discourse Analysis; Elementary Education; Elementary School Students; Language Acquisition; *Language Proficiency; Language Research; *Language Tests; *Measures (Individuals); *Sociolinguistics; *Spanish Speaking; Verbal Communication

Findings from an interdisciplinary research project, Methods of Analyzing Samples of Elicited Discourse in English and Spanish for Determining Student Language Proficiency, are presented. The research project was designed to develop a unified framework for the analysis of audiotaped discourse samples elicited from Spanish/English bilingual students that is directly applicable to assessing oral language proficiency. The framework for analysis integrated and applied recent research in a variety of fields including sociolinguistics, language acquisition, developmental pragmatics, the ethnography of communication, and the philosophy of language. The paper summarizes information about the linguistic features, interactional communicative strategies, and discourse structures used by kindergarten through grade 5 students in conversation with an adult interlocutor and when telling narratives from wordless books. Criteria distinguishing communicative strategies used by students displaying a range of proficiency from high to low are described in terms of multiple co-occuring variables across lexical, clause, prosodic, and discourse levels. As elicitors' discourse styles strongly influenced the complexity and coherence of language produced by students, criteria were developed to describe and evaluate the quality of the elicitation process. Problems and recommendations in the application of a sociolinguistic discourse analysis approach

ED222501 TM820542

Cuttance, Peter F.

Covariance Structure Modelling of Reliability and Differential Response in Educational Survey Data.

Pub Date Mar 82

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Analysis of Covariance; Correlation; Educational Research; Error of Measurement; *Item Analysis; Mathematical Models; Regression (Statistics); *Response Style (Tests); *Surveys; Testing Problems; Test Items; *Test Reliability

Identifiers-*Covariance Structure Models

Covariance structure modelling is applied to the problem of estimating reliability and measurement error in survey data. To provide a basis for grouping certain question or variable types (data from questions), a simple typology based on the formal characteristics of the questions is outlined. From this classification, models for the different question types are used to estimate reliability and method influences on the observed responses. Differential reliability across questions within each question type is investigated in terms of a subsidiary hypothesis that the degree of reliability varies systematically according to the substantive context of a question. Estimates of measurement error are employed to disattenuate a correlation matrix and thereby demonstrate the differences obtained from correlation and regression analyses when these issues are ignored. (Author/CM)

ED222502 TM820562

Campbell, Donald S.; Davis, Ronald B.

On the Validity of Reflection-Impulsivity as a Construct in Classroom Research.

Spons Agency-Ministry of the Solicitor General, Ottawa (Ontario).
Pub Date Mar 82
Contract No-80/81-HQ-144
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults; Check Lists; Classroom Observation Techniques; *Classroom Research; Cognitive Style; Concept Formation; *Conceptual Tempo; Rating Scales; Stress Variables; *Validity
Identifiers-Conceptual Styles Test; Field Dependence Independence; Matching Familiar Figures Test (Kagan); *Multitrait Multimethod Techniques; *Psychological Constructs; Self Control Rating Scale (Kendall Wilcox)

A multitrait-multimethod design provided the basis for variable selection and analysis on the nature of cognitive impulsivity in natural classroom settings. Observational measures were developed for field dependence-independence, as well as for low- and high conceptual level to determine their ecological validity. They were designed to form an inferential hierarchy for each of the styles, completing the multitrait-multimethod matrix. Teacher rating scales, global measures, and behavior check lists were developed. Subjects were six female and six male adult student prison inmates (mean age = 31.6, mean grade level = 11). Observations were made by viewing a 40-minute videotape of students engaged in classroom discussion and problem solving activities. The reflection-impulsivity style construct emerged as an ecologically valid and parsimonious descriptor of a component of student behavior. The unusually high rank-order correlations obtained and the patterns which emerged from the matrix suggest justification for use, although results in terms of correlations must be viewed as tenuous in view of the small number of subjects involved. (PN)

ED222503 TM820610

Mann, Walter G.

Reducing Adverse Impact Via a Measure of Applicant Disadvantagedness.

Pub Date Oct 81

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; *Economically Disadvantaged; *Educationally Disadvantaged; Factor Structure; Job Applicants; *Occupational Tests; *Personnel Selection; *Racial Discrimination; Testing Problems; Test Validity

Identifiers-*Adverse Impact; Internal Validity

Recent attempts to reduce the adverse impact of examinations have focused on alternatives to written tests. The present report, however, demonstrates how the adverse impact of written tests can be reduced by correcting for the degree to which a job applicant had been educationally and/or economically disadvantaged or deprived. A measure of disadvantagedness containing nine items was internally and externally validated with 11,931 applicants for a nationwide examination. Internal validation was demonstrated by a factor analysis that yielded two factors. External validation was based on the relationships of scores on the two factors with other variables: minority status, test performance, and educational level; each assumed relationship was confirmed. A composite measure of the two factor scores, called D, had a point biserial correlation of -.31 with passing the test and .54 with minority status. The adverse impact of the test was substantially reduced by partialling D out of test performance. It was also demonstrated that partialling D out of test performance would not necessarily reduce the validity of the test and could actually improve it. (Author/PN)

ED222504 TM820616

Bortin, Barbara H.

Magnet School Program: Evaluation Report, 1980-1981. Milwaukee ESAA Title VI.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date [14 Sep 82]

Grant-G008004972

Note-480p.; For related document, see ED 189 218.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement; Attendance Patterns; *Elementary Secondary Education; Federal Aid; *Magnet Schools; Parent Attitudes; Program Descriptions; *Program Evaluation; School Desegregation; Urban Schools; *Voluntary Desegregation

Identifiers-*Emergency School Aid Act 1972; *Milwaukee Public Schools WI

The Emergency School Aid Act (ESAA) Title VI provided funds to assist in the voluntary desegregation of the Milwaukee Public Schools through a variety of magnet special school programs which would attract area-wide or district-wide enrollment. These special programs are located in elementary, middle, and senior high schools throughout the city. This report includes descriptions of the program selection process; the magnet specialties; the objectives; evaluation design; findings; and recommendations. Evaluation across programs shows progress in student achievement, parent satisfaction, increased multi-ethnic understanding, and better holding power as evidenced by increased attendance and decreased suspensions. The complete attainment of magnet goals depends, in part, on finding solutions to limited parent participation and limited student extra-curricular participation; expanding courses to serve K-12; providing special help for students interested in a specific course area but who lack an informed background; having alternate programs for students whose program of choice cannot be attended due to racial balance considerations; and limiting the testing of high school career mastery programs to students in higher level courses and discontinuing the exemption of high-achieving students. (Author/PN)

ED222505 TM820630

Ridgeway, Gretchen Freiheit

An Application of Latent Trait Test Methodology to a Large School District Testing Program.

Pub Date Mar 82

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); For a related document, see ED 186 484; Figure 6 is marginally legible due to faint type.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests; Basic Skills; Difficulty Level; Elementary Secondary Education; Error of Measurement; Item Analysis; *Latent Trait Theory; School Districts; Student Evaluation; *Test Construction; Testing Problems; *Test Results; *Test Use

Identifiers-*Basic Skills Assessment Program; *Dependent Schools; Rasch Model

A one-parameter latent trait model was the basis of the test development procedures in the Basic Skills Assessment Program (BSAP) of the Department of Defense Dependents Schools (DoDDS). Several issues are involved in applying the Rasch model to an assessment program in a large school district. Separate sets of skills continua are arranged by difficulty and interrelatedness. An information curve provides an estimate of the error of measurement at each ability level, and the Quality of Measure Index (QMI) is used in the item revision process to estimate curricular relevance and objective-item congruence. Low use of the BSAP results can be attributed to inadequate inservice information, delayed delivery of test results, reporting errors, and difficulties with relating a student to the calibrated curriculum through continua sets. Concepts reflected in the study recommendations include improved training, timeliness, simplicity, and trust. (CM)

ED222506 TM820638

Natriello, Gary

The Impact of the Evaluation of Teaching on Teacher Effort and Effectiveness.

Spons Agency-Spencer Foundation, Chicago, Ill.

Pub Date Mar 82
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary School Teachers; *Evaluation Methods; Intermediate Grades; Measurement Objectives; Personnel Evaluation; Self Evaluation (Individuals); Surveys; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement; Teacher Participation; *Teaching Skills
Identifiers-*Teacher Attitudes Toward Evaluation; Teacher Surveys

The effects of performance evaluations of teachers on their effort and effectiveness was studied. The evaluation system based on Dornbusch and Scott's theory was used. Stages in evaluating performance included allocating, criteria-setting, sampling, appraising, communicating the evaluation, and planning for improvement. Sets of tasks to characterize teachers' work included teaching subject matter, character development, maintaining control, and record keeping. The author developed a concept termed "leverage" which referred to the relationship between subordinate effort and subordinate outcomes. Teachers in six inner-city schools responded to Likert Scale response surveys dealing with the evaluation of their performance, the effort they devoted to teaching, and their effectiveness at those tasks. Two measures of leverage were obtained, Teacher Assessment of Leverage (TAL) and Composite Assessment of Leverage (CAL). Frequency of evaluation was positively related to teacher leverage. Teachers evaluated more frequently experienced a greater degree of effectiveness in relation to their effort on teaching tasks. It was found that tasks were conceptualized as inert by teachers. Confirmation of this finding would carry negative consequences for learning experiences of students and teachers' work experiences. (DWH)

ED222507 TM820639

Nowakowski, Jeri Ridings

An Interview With Ralph Tyler. Occasional Paper Series, No. 13.

Western Michigan Univ., Kalamazoo. Evaluation Center.

Pub Date Nov 81

Note-52p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Development; *Educational Testing; Educational Trends; Elementary Secondary Education; Evaluation; Evaluation Criteria; *Evaluation Methods; Needs Assessment; Resource Allocation

Identifiers-*Tyler (Ralph W)

Ralph Tyler is the Director Emeritus of the Center for Advanced Study in the Behavioral Sciences and has been an educator since 1921. In this interview, he discusses important emerging education and educational evaluation issues and significant issues in his early career. He describes the progress he sees, the existing problems to be addressed, and the resources he believes are available in the education field. His work at Ohio State University in the Bureau of Accomplishment Testing, assisting in teaching and learning development, and in the 8-year study of evaluation objectives begun in 1934 is discussed. Dr. Tyler also discusses whether national assessment can be adequately continued and advocates the value of comprehensive evaluation. The interview took place in November 1981 at the request of Kappa Delta Pi at Western Michigan University. (CM)

ED222508 TM820651

Stocking, Martha L.; Lord, Frederic M.

Developing a Common Metric in Item Response Theory.

Educational Testing Service, Princeton, N.J.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No-ETS-RR-82-25-ONR

Pub Date Jun 82

Contract No-N00014-80-C-0402

Note-44p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Data Analysis; *Equated Scores; Item Analysis; Item Banks; *Latent Trait Theory; *Scaling; Secondary Education; Test Construction; Testing Problems; Test Items

Identifiers-*Item Calibration

A common problem arises in scale transformation when independent estimates of item parameters from two separate data sets must be expressed in the same metric. These item parameter estimates will be different because the metric or scale defined by each independent calibration of the items is different. The problem is frequently confronted in studies of horizontal and vertical equating and in studies of item bias. The nature of scale transformation from one metric to another is discussed, and the use of mean and sigma method is reviewed. A new method is presented which uses more information from item calibrations to yield an estimated item response function or item characteristic curve. Using data from 12 separate administrations of the Scholastic Aptitude Test, the mean and sigma transformation and characteristic curve method are shown to work well in the verbal data and most of the mathematical data. When the mean and sigma method was unsatisfactory, the information content of the characteristic curve method worked better. In particular, the characteristic curve method produced a much better transformation for the item discriminations. (CM)

ED222509 TM820652

Claus, Richard N.; Chen, Hsing
District-Wide Evaluation Needs Assessment Study, 1981-82 [and] Appendix Supplement.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
Pub Date Apr 82
Note-66p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Policy; Elementary Secondary Education; Evaluation Methods; Instructional Development; *Needs Assessment; Organizational Objectives; *Program Evaluation; Quality Control; *School Districts; Staff Development; Surveys
Identifiers-*Saginaw City School System MI

Information was gathered from the central office, elementary, and junior and senior high school administrators of the Saginaw (Michigan) Public Schools regarding the quality control operation in the schools. All administrators were polled to determine an actual level of need based on the difference between what "is" and "what should be" in evaluation needs. Needs indicated were weighted by their respective ratings on the "should exist" dimension for a Prioritized Need Index (PNI). The survey covered technical/supportive services, staff development, administrative provisions, needs assessment, and program evaluation. Staff development activities in evaluation and a need for both measurable course objectives and planned individualized instruction on the basis of measurable competencies were identified. The ordering of groups from the most to the least intense need was as follows: senior high, central office, junior high, and elementary school. Summaries and PNI's of the major findings from each group are provided in the appendices, with a sample questionnaire and response data. (CM)

ED222510 TM820653

Albright, Leonard

Development of a State System for Evaluating Disadvantaged and Handicapped Vocational Education Projects. Final Project Report.

Spons Agency-Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.

Pub Date Aug 82

Note-27p.; For related document, see TM 820 660.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Disabilities; Disadvantaged; *Evaluation Methods; *Program Evaluation; Program Implementation; Secondary Education; *Statewide Planning; *Vocational Education

Identifiers-*Vermont

The major activities and outcomes of a project involved in organizing a statewide system for evaluating special projects for disadvantaged and handicapped students enrolled in secondary-level vocational education programs are presented. A description of six major project activities is provided: (1) a review of evaluation systems and practices; (2) a report concerning integrating special needs into the existing system; (3) an evaluation system development; (4) an evaluation of the special needs of vocational centers; (5) a telephone interview followup; and (6) an evaluation procedures manual for local education agencies. Included in the appendix are: (1) a paper offering recommendations for incorporating a special needs component into the State vocational education evaluation system; (2) a followup assessment guide used for interviewing selected local education agency personnel who had participated in the local evaluations; and (3) a listing of the types of information obtained from a local evaluation. (Author/PN)

ED222511 TM820654

College-Bound Seniors, 1979. [College Board ATP Summary Reports for: National, New England, Middle States, Southern, Midwestern, Southwestern, Rocky Mountain, and Western Regions.]

College Entrance Examination Board, Princeton, N.J.
Pub Date Aug 79
Note-122p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Records; Advanced Placement; College Admission; College Applicants; *College Bound Students; *College Entrance Examinations; *High School Seniors; National Norms; *Scores; Socioeconomic Status; *Testing Programs
Identifiers-*Admissions Testing Program; *Scholastic Aptitude Test; Test of Standard Written English

The Admissions Testing Program (ATP) is a service of the College Board. The 1979 ATP summary reports on college-bound seniors were produced for each region of the United States, including New England, the Middle, Southern, Midwestern, Southwestern, Rocky Mountain, and Western States. The national and each regional report are in separate booklets. The national report provides information on the number of students who took the Scholastic Aptitude Test (SAT) and completed the Student Descriptive Questionnaire (SDQ). It summarizes the information, explains the components, and presents the statistics in several tables. The major areas of information in the national and regional reports include test scores, high school record, student socioeconomic characteristics, college attendance and study plans, and high school facility types. The regional reports additionally include the statistical records of all 1979 seniors identified by their school code as being from that region. (DWH)

ED222512 TM820656

Wildemuth, Barbara M., Comp.

A Bibliography to Accompany the Joint Committee's Standards on Educational Evaluation.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-ERIC-TM-81

Pub Date Dec 81

Contract No-400-78-0003

Note-114p.

Available from-ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($8.50).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Annotated Bibliographies; Cost Effectiveness; Ethics; *Evaluation Methods; Evaluators; *Literature Reviews; Measurement Techniques; Political Power; Research Methodology; *Research Utilization; *Standards

Identifiers-Evaluation Utilization; *Standards for Evaluation Educ Prog Proj Materials

An annotated bibliography is organized to match the format of the Standards for Evaluations of Educational Programs, Projects, and Materials, including sections on utility, feasibility, propriety, and accuracy of evaluations. It identifies literature that includes in-depth information about the issues covered in the Standards. The Standards are intended to guide evaluations of programs, projects, or materials in elementary, secondary, higher, or adult education. The intended audience includes persons who commission, conduct, or use evaluations, especially teachers, administrators, evaluators, curriculum specialists, school board members, legislators, counselors, leaders of educational associations, and parents. (Author/PN)

ED222513 TM820657

Hall, Gene E.; Griffin, Teresa

Analyzing Context/Climate in School Settings--Which Is Which?

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 82
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Available from-Research and Development Center for Teacher Education, University of Texas at Austin, Education Annex 3.203, Austin, TX 78712 ($2.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Agents; *Educational Environment; Elementary Education; Interaction; *Organizational Climate; Principals; Psychological Characteristics; *Research Methodology; School Organization; Surveys; *Teacher Administrator Relationship; Teachers
Identifiers-*Principal Teacher Interaction Study

The basic model of concepts and measures developed for the Principal-Teacher Interaction Study is described. School organizational climate and contextual variables were defined to be consistent with the work of researchers in industrial and military settings. Many of the variables were generic to any type of organization. The model and variables were: $PC = f(S, P, PxS, RI)$. PC represents psychological climate and describes the individuals' perception of his or her organization; S represents the situation; P is for personal characteristics; RI signifies the reciprocal interaction that occurs when the individual's perception of the climate influences S, P, or PxS. A distinction is made between the individual's perception of organizational attributes (PC) and the composite climate, which can be represented by summing the individual PC's. The measure developed to assess the variables was entitled the School Ecology Survey. Items for the survey were drawn from the Organizational Climate Questionnaire, DDAE/CRITERIA, Building Questionnaire, Trouble Shooting Checklist, and School Climate Questionnaire. The authors used the School Ecology Survey to assess the psychological climate in the district and school surveys they conducted. (DWH)

ED222514 TM820658

Stiegelbauer, Suzanne M.

Acculturation and the Change Process: An Exploratory Formulation From an Applied Model for Research and Facilitation.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Mar 82

Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); Figure 6 marginally legible due to small print.

Available from-Research and Development Center for Teacher Education, University of Texas at Austin, Education Annex 3.203, Austin, TX 78712 ($2.25).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Acculturation; *Change Agents; Educational Environment; Educational Innovation; Educational Planning; Elementary Education; *Organizational Change; *Principals; *Research Methodology; Research Problems

Identifiers-Concerns Based Adoption Model

The Concerns-Based Adoption Model (CBAM) Project conducted a study of the principals' role in managing change in their schools. The events in one school involved in implementing curriculum changes are described from an acculturation-based perspective. The term acculturation is used by anthropologists to describe the process of change resulting from culture contact. A mini-model of culture change, based on dimensions present in acculturation literature, is explored. The study applied dimensions of the model to events in one specific school, as a smaller unit of culture in the process of implementing the curriculum innovation. The study considered the relevance of the model to methodology and research on school change. An acculturative perspective allows for some prediction in terms of events and is valuable in research for providing an overview of the change process. This perspective has many important implications for use in facilitation and planning. (DWH)

ED222515 TM820660

Albright, Leonard; Frasier, James

The Vermont Vocational Special Needs Evaluation System: Procedures Manual for Local Education Agencies.

Spons Agency-Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.
Pub Date Aug 82
Note-68p.; For related document, see TM 820 653.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Disabilities; Disadvantaged; *Evaluation Methods; Program Evaluation; *School Districts; Secondary Education; *Special Programs; *Statewide Planning; *Vocational Education
Identifiers-*Vermont

A system for evaluating the special services provided to disadvantaged and handicapped students enrolled in secondary-level vocational education programs in Vermont is presented. It was developed, pilot-tested and used to evaluate several local vocational special needs projects during the 1981-82 school year. The evaluation consists of three phases. The first phase is a self-evaluation conducted by local education agency (LEA) personnel and reported to the State. The second phase is an external evaluation, conducted by an evaluation specialist who spends 2 days at the respective LEA. The third phase is the development of a project improvement plan, based on the outcomes of the evaluation activities. (Author/PN)

ED222516 TM820661

Smith, Philip L.; Teeter, Phyllis Anne

The Use of Generalizability Theory with Behavioral Observation. Draft.

Pub Date Mar 82

Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Patterns; *Behavior Rating Scales; Clinical Psychology; Multivariate Analysis; *Observation; Psychological Evaluation; Reliability; *Research Methodology; *Statistical Analysis; Statistics; Validity

Identifiers-Behavioral Measures; Covariation; *Generalizability Theory

Behavioral observation has become increasingly important in research in developmental and clinical psychology, as well as in program evaluation and instructional research. Several statistical approaches to assessing the dependability of behavioral observation were reviewed. The demand for accurate and efficient paradigms for behavioral observation has increased as psychologists view the method as a more viable alternative to traditional psychometric devices. Generalizability theory removes some ambiguity in interpretation by explicitly defining a universe of admissible observations and a universe of generalization. Analogies to traditional statistics were made using generalizability theory statistics to illustrate the similarity of concept and less ambiguous interpretation. Multivariate approaches were suggested for use with composite scores and situations where covariation between levels of a facet are of interest. Various approaches that have been suggested for behavioral observation were summarized. Continuous type scores were the primary focus of this study. More research is needed on agreement statistics when the nature of the task involved is classification on a nominal scale. (DWH)

ED222517 TM820663

Beaton, Albert E., Barone, John L.
The Usefulness of Selection Tests.
Pub Date [81]
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Entrance Examinations; Higher Education; *Predictive Measurement; Predictive Validity; Sampling; Scores; *Selective Admission; *Test Use

The purpose of this paper is to show the effect of using a selection test on the average criterion score of the entering class. The correlation coefficient (times 100) is shown to be the percentage of improvement of using the selection test over what would happen on the average if the test were not used. A simple formula is developed for approximating the probability that selection by chance would yield an entering class as able or abler than a class selected with the help of a valid predictor. It is further shown that, for reasonably sized colleges and with reasonable assumptions, selection using even small correlations will almost certainly result in an entering class that would earn higher criterion scores than would occur without the selection test. (Author)

ED222518 TM820664

Ellett, Frederick S., Jr.; Ericson, David P.

Towards an Algebra for Analyzing Causal Relations.

Pub Date 8 Mar 82

Note-71p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Attribution Theory; *Correlation; Evaluation Methods; Models; *Path Analysis; *Probability; Regression (Statistics); *Statistical Analysis

Identifiers-Causal Inferences; *Causal Models

Correlation-based approaches to causal analysis contain too much irrelevant information that masks and modulates the true nature of causal processes in the world. Both causal modeling and path analysis/structural equations give the wrong answers for certain conceptions of causation, given certain assumptions about the "error" variables. An alternative approach, the conditional probability approach (CP), uses conditional probability and not correlation as the key concept. The CP approach can avoid the shortcomings and problems of such methods as causal modeling and path analysis. It provides plausible composition and decomposition rules as well as a plausible measure of causal strength. Presented in the supplement are CP theorems which cover both dichotomous and continuous cases under two sets of assumptions about the "outside causes" of a system which involves probabilistic causation. (Author/PN)

ED222519 TM820665

Noggle, Nelson L.

Supplementing Summative Findings with Formative Data.

Pub Date 19 Mar 82

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Data Collection; Elementary Secondary Education; *Evaluation Methods; Field Studies; *Formative Evaluation; Migrant Education; Migrant Programs; *Summative Evaluation

Identifiers-Aggregation (Data); California Assessment Program; *California Statewide Evaluation of Migrant Educ; *Evaluation Reports

This paper attempts to provide evaluators, administrators, and policy makers with the advantages of and methodology of merging formative and summative data to enhance summative evaluations. It draws on RMC Research Corporation's 1980-81 California Statewide Evaluation of Migrant Education. The concern that evaluations typically fail to obtain the "real story" was the underlying challenge for the approach used. The aggregate of 22 separate formative field studies was merged with the typical summative data base. The formative studies were compelling qualitative efforts in and of themselves; hence, they provided excellent sources for fleshing out the skeletal results from the summative effort. As a result, practitioners at all levels have accepted and are using the evaluation findings. (Author)

ED222520 TM820666

Cranton, Patricia A.

Statistical Analyses of Evaluation Results.

Pub Date Mar 82
Note-39p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Students; Course Evaluation; Educational Assessment; Higher Education; *Outcomes of Education; *Program Evaluation; *Questionnaires; *Statistical Analysis; Student Attitudes; *Student Evaluation of Teacher Performance

Student questionnaire data concerning the evaluation of instruction were collected over a 3-day period. Multivariate analyses of variance were used to investigate the statistical analyses of evaluation data. It was found that: departments differed significantly on overall ratings of instruction; class size and level of instruction affected all overall ratings except those of instructor effectiveness; the effect of class size and level of instruction varied dramatically across departments; and ratings of teaching skills were different across departments, levels of instruction, and class sizes (within departments these relationships varied further). The interest/atmosphere factor was the best predictor of overall ratings of instruction. When this relationship was examined in different subgroupings, it was found that lower level students in general placed more value on organization and clarity. It is possible to pinpoint courses which are generally rated lower or higher than others, and this does not seem to be dependent on level: both the highest and the lowest ratings were most often received by level 4 courses. The generation of questions which could be answered from analyses of questionnaire data is also discussed. (Author/PN)

ED222521 TM820667

Ducote, Kenneth J.

Motivation and Test-Wiseness Interactions.

Pub Date Feb 82
Note-25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests; Cognitive Development; Educational Testing; High Schools; High School Students; Individual Differences; Locus of Control; *Motivation; *Performance Factors; Self Concept; *Test Wiseness; Values
Identifiers-Form Z Test of Testwiseness (Ferrell); School Attitude Measure (Dolan and Enos)

A theoretical framework is presented to investigate the interactions of certain motivational factors with test-wiseness. Test performance is a function of two independent elements: the cognitive learning in the classroom situation and the test-wiseness in the testing situation. These situations are associated with independent sets of affective characteristics. The Form Z Test of Test-Wiseness and the School Attitude Measure were administered to 216 students from 5 senior high schools. The results indicated that values and self-concept are related to test-wiseness; locus of control is not related to test-wiseness; and the relationships vary across different students. (PN)

ED222522 TM820668

Willson, Victor L.
Misuses of Regression Approaches to ANOVA and ANCOVA.
Pub Date Feb 82
Note-14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 11, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Analysis of Covariance; *Analysis of Variance; Error of Measurement; Generalization; Mathematical Models; *Multiple Regression Analysis; *Research Problems; Research Utilization; Statistical Analysis; Statistical Significance

The current state of usage of regression models in analysis of variance (ANOVA) designs is empirically examined, and examples of several statistical errors made in usage are presented. The assumptions of the general linear model are that all predictors are known without error of measurement and are fixed with no replication or sample variation; in the population, errors are normally distributed independently with variance, and errors are independent of all predictors. The rules for construction of the ANOVA allow the expected mean squares to hold just as if the levels of each factor had been randomly sampled. Analysis of Covariance (ANCOVA) combines the elements of regression analysis with design, albeit in a restricted manner. The homogeneity of regression coefficients is a parameter restriction from the design view point. The regression weight associated with a given covariate level is discussed. Most regression approaches to ANOVA and ANCOVA assume a fixed factor model under all design specifications. A major oversight of expected mean squares has contributed to the current lack of concern for the level of generalizability warranted from the design specification. Aptitude treatment interaction models are examined. (Author/CM)

Ludlow, Larry H.

A Residual Is More Than a Chi-Square: Patterns in Attitudes Toward Blindness.

Pub Date Mar 82
Note-21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982); Some figures are marginally legible due to small print.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Measures; *Behavior Patterns; *Blindness; Caseworkers; Group Behavior; Item Analysis; Psychometrics; Rating Scales; Rehabilitation Programs; *Statistical Analysis; *Test Construction
Identifiers-*Attitude Toward Blindness Questionnaire; Residuals (Statistics); Veterans Administration

An Attitude Toward Blindness Questionnaire (ATBQ) was developed to assess individual progress through a Veterans Administration blind rehabilitation program. The instrument is also meant to measure attitudes toward blindness for blind persons, rehabilitation workers, and a "naive" group without contact with the blind. A method of assessing model fit by a Rasch Rating Scale Model was used to make group comparisons for any chosen demographic stratification without re-calibration for every set of comparisons. A conventional analysis of group and item distribution was undertaken, with an alternative analysis further recognizing that group differences must also exist within the residuals from the original overall analysis. The residuals resulted from the difference between observed and modeled responses, and were scaled to yield a standardized residual. The analysis calibrated items to uncover peculiar individual response patterns from a combined sample of workers and blind persons, facilitating the identification of specific rehabilitation needs. Estimate plot, matrix techniques and graphs for comparing group residuals, and the uses of negative residual distributions in the calibrations are described. (CM)

ED222524 TM820671

Khattab, Ali-Maher; Hocevar, Dennis

Significance Testing in Confirmatory Factor Analytic Models.

Pub Date Mar 82

Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aptitude Tests; Correlation; *Factor Analysis; Goodness of Fit; Hypothesis Testing; *Mathematical Models; Predictor Variables; Secondary Education; *Statistical Significance

Identifiers-Aptitudes Research Project; *Confirmatory Factor Analysis; *Structure of Intellect

Traditionally, confirmatory factor analytic models are tested against a null model of total independence. Using randomly generated factors in a matrix of 46 aptitude tests, this approach is shown to be unlikely to reject even random factors. An alternative null model, based on a single general factor, is suggested. In addition, an index of model efficiency is introduced as a useful adjunct to contemporary indices of overall fit. The usefulness of these procedures are demonstrated in a confirmatory factor analysis based on Guilford's Structure of the Intellect model. (Author)

ED222525 TM820672

Jones, Douglas H.

Foundations for the Mathematical Notion of Information in Item Response Theory and Robust Ability Estimation.

Pub Date [81]

Note-10p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ability Identification; Estimation (Mathematics); *Latent Trait Theory; Mathematical Models; Maximum Likelihood Statistics; Probability; *Statistical Analysis

Identifiers-*Information Function (Tests); Robustness

A mathematical setting based on a statistical sampling probability mechanism is described. In this setting, a mathematical meaning is given for the information function; and it becomes possible to study the relative merits of various ability-estimating procedures. The maximum likelihood estimation procedure under the one-, two-, three-parameter logistic response model and new procedures that are suggested by resistant/robust theory are compared. (Author/PN)

ED222526 TM820674

Goodwin, Stephanie S.; Raths, James

Global and Specific Ratings: Are They Related?

Pub Date Mar 82
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Feedback; *Global Approach; *Higher Education; *Instructional Improvement; Lecture Method; *Student Evaluation of Teacher Performance; Teacher Workshops; Videotape Recordings

The purpose of this study was to determine if making specific changes in teaching, changes that were validated by experts, would change the overall student ratings of instructors. Thirty graduate teaching assistants who participated in a workshop on improving lecturing skills significantly improved their scores on specific lecturing behaviors that were taught in the workshop when videotapes of their teaching were evaluated by experts. A group of 18 undergraduate students then assessed these same videotapes giving an overall rating of the instructor and a rating of the instructor's warmth. An analysis of the data generated the conclusion that improvement on the part of instructors in specific areas is not likely to affect their global ratings. Additionally, student perceptions of an instructor's warmth play a large part in determining the overall rating the students give the instructor, whereas, specific ratings do not seem to account for the overall global rating. The data appear to support the idea that, while specific skills can be changed through intervention, the overall impressions that students have of their instructors do not necessarily improve. (Author/PN)

ED222527 TM820675

Hymel, Glenn M.

An Instructional Design Model for Guiding Mastery Learning Research and Development Efforts.

Spons Agency-Loyola Univ., New Orleans, La.

Pub Date 11 Nov 81

Note-27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 11, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Course Descriptions; *Instructional Design; *Mastery Learning; *Models; Program Development; Program Evaluation; Program Implementation; *Research Methodology; Systems Approach

Proposed is a comprehensive instructional design model which (1) suggests a systems-based approach to preparing, implementing, and evaluating instruction at the program syllabus, course syllabus, and instructional unit levels; (2) subsumes those various dimensions of a mastery learning strategy which encompass preconditions, operating procedures, and anticipated consequence; (3) relates the generic activities of instructional design to those essential elements comprising a mastery learning strategy; (4) provides a broad-based context for interpreting completed and on-going research and development efforts in mastery learning; and (5) represents a multidimensional framework for guiding future basic and applied research as well as the subsequent development efforts in mastery learning. Areas of congruence between generic activities in instructional design and essential components in a mastery learning strategy, as well as additional activities mandated by any comprehensive instructional design effort, have provided the basis for identifying possible variables of an independent, moderator, dependent, and intervening nature which might be considered in future mastery learning research and development endeavors. (Author/PN)

ED222528 TM820676

Kolstad, Andrew

An Introduction to Event History Analysis.

Pub Date 20 Mar 82

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 20, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Literature Reviews; *Longitudinal Studies; *Probability; *Statistical Analysis; *Systems Approach

Identifiers-Continuous Assessment; Event Analysis; *Stochastic Analysis

The theory of stochastic processes deals with systems that develop over time in accordance with probabilistic laws. The basic concepts involved in two types of continuous-time processes are the idea of a constant probability of occurrence in the point event process and the extensions necessary for the discrete state process. The required mathematical skills and technical literature in this are discussed. It is recommended that researchers responsible for collecting longitudinal data change their method from a reference point to an event history approach to item construction. The difference between the two approaches is illustrated with sample questions from two longitudinal studies sponsored by the National Center for Education Statistics. (Author/PN)

ED222529 TM820677

Reschly, Daniel J.; Ross-Reynolds, Jane

An Investigation of WISC-R Item Bias with Black, Chicano, Native American Papago, and White Children: Implications for Nondiscriminatory Assessment.

Pub Date 82

Note-20p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability; Correlation; Difficulty Level; *Exceptional Persons; *Intelligence Tests; *Minority Group Children; Psychometrics; Racial Differences; Student Evaluation; *Test Bias; *Test Items; Test Reliability

Identifiers-*Nondiscriminatory Assessment; Outliers; *Wechsler Intelligence Scale for Children (Revised)

Two psychometric approaches for the investigation of item bias were employed to examine the performance of four sociocultural groups on six subtests of the Wechsler Intelligence Scale for Children - Revised (WISC-R). The sample of 950 students was from Pima County, Arizona. One approach involved the comparison of the psychometric indices of internal consistency reliability, which were reasonably high and comparable for the four groups; the rank order correlations of item difficulty, which were quite high and comparable for the four groups; and the rank order correlations of the differences in the difficulty of adjacent items, which were less comparable for Native American Papagos suggesting possible items by group interactions. A second approach involved the utilization of transformed item difficulties and a quantitative method of outlier analysis to identify specific items as biased (i.e., as manifesting an item by group interaction). Results were not interpreted as evidence of cultural bias, however, since the possible confounding effects of socioeconomic status and overall ability were not controlled. Further, the items identified did not appear to reflect aspects of the assumption of "interference" implicit in the notion of cultural bias. (Author/PN)

ED222530 TM820679

Kameoka, Velma A.; And Others

Maximum Likelihood Estimation of Factor Structures of Anxiety Measures: A Multiple Group Comparison.

Pub Date Mar 82

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Anxiety; *Factor Structure; Group Testing; Higher Education; *Maximum Likelihood Statistics; *Measures (Individuals); Models; Sex Differences; *Test Reliability

Identifiers-Invariance Principle; Manifest Anxiety Scale; SR Inventory of Anxiousness (Endler et al); State Trait Anxiety Inventory (Spielberger)

Confirmatory maximum likelihood estimation of measurement models was used to evaluate the construct generality of self-report measures of anxiety across male and female samples. These measures included Spielberger's State-Trait Anxiety Inventory, Taylor's Manifest Anxiety Scale, and two forms of Endler, Hunt and Rosenstein's S-R Inventory of Anxiousness. Data from 256 females and 135 males were analyzed by testing a sequence of hypotheses regarding equality of measurement properties of each scale across groups. The generality of the measurement model identified for each scale was assessed by examining the extent to which the obtained model was factorially invariant across sex groups. Results indicate that, with the exception of the Manifest Anxiety Scale, all measures obtained statistically invariant factor patterns across groups. Implications of these findings for the measures' practical use in multiple group comparisons are discussed. (Author/PN)

ED222531 TM820682

Hines, Constance V.; And Others

Measures of Teacher Clarity and their Relationships to Student Achievement and Satisfaction.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Evaluation Methods; Higher Education; Observation; Outcomes of Education; Participant Satisfaction; Pretests Posttests; Questionnaires; *Student Attitudes; Student Evaluation of Teacher Performance; Student Teacher Relationship; *Teacher Effectiveness

Identifiers-*Teacher Clarity

The relationship between teacher clarity (as reflected by both low-inference and high-inference measures and the student outcome measures of achievement and satisfaction were examined. Data on 32 preservice teachers, each of whom taught the same lesson to a small group of their peers, were provided by trained observers using the Teacher Clarity Observation Instrument; by the teachers completing a Teacher Post-Instruction Questionnaire; and by participating students completing a short unit posttest and a corresponding student Post-Instruction Questionnaire. The data were subjected to a variety of canonical variate and regression analyses, as well as path analysis techniques. It was shown that there is a positive, highly significant, and substantial relationship between clear teaching behavior and student achievement and satisfaction when assessed within the context of a peer teaching laboratory situation. (Author/PN)

ED222532 TM820683

Ree, Malcolm James; And Others

Calibration of Armed Services Vocational Aptitude Battery Forms 8, 9, and 10.

Air Force Human Resources Lab., Brooks AFB, Texas.
Report No-AFHRL-TR-81-49
Pub Date Feb 82
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aptitude Tests; *Armed Forces; Enlisted Personnel; *Equated Scores; Test Reliability
Identifiers-*Armed Forces Qualification Test; *Armed Services Vocational Aptitude Battery; Calibration

A calibration of the Armed Forces Qualification Test (AFQT) composite of the Armed Services Vocational Aptitude Battery (ASVAB) Forms 8a, 8b, 9a, 9b, 10a, and 10b to the metric of the AFQT Form 7a (AFQT-7a) and a comparison of these outcomes to the operational calibration tables implemented 1 October 1980 are presented. A sample of applicants for military enlistment was administered one form of ASVAB and the AFQT-7a in counterbalanced order. For analytic purposes, an edited sample (15,115 males) was separated into 6 samples based on the 6 forms of ASVAB administered. Data were collected at 20 geographically dispersed Armed Forces Examining and Entrance Stations on the 6 forms of ASVAB and the AFQT-7a. Each of the six samples was edited and scored, and descriptive statistics were computed. The root-mean-square and average absolute deviation measures, investigating the similarity of the equated scores across the forms, showed only small differences among the operational table and tables developed during this study. Forms 8, 9, and 10 of ASVAB were found to be parallel when equated to AFQT-7a, and a single conversion table was deemed appropriate for operational enlistment processing. (Author/PN)

ED222533 TM820684

Costin, Frank; And Others
Beliefs About Rape and Women's Social Roles.
Pub Date 23 Aug 82
Note-11p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Standards; Comparative Analysis; *Females; Feminism; *Rape; *Sex Role; Sex Stereotypes; *Social Attitudes; Social Behavior; Social Mobility
Identifiers-Social Role Range

The hypothesis that views of rape which place women at a disadvantage are positively related to beliefs which restrict the rights and roles of women in our society is tested. Two scales, the R scale and the W scale, based on a survey of beliefs about rape (Hubert Feild) and the attitudes toward women's scale (Janet Spence and Robert Helmreich), were administered as a single instrument. Subjects were 762 female and male undergraduates and employed men and women (representing mainly technical, managerial, and professional positions). For each group, product moment correlations between responses on the scales consistently supported the hypothesis. The constructed scale is appended. (Author/PN)

ED222534 TM820685

Hunt, Barbara; And Others

Conducting a Student Needs Assessment.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date May 82
Contract No-300-79-0488; 300-79-0489; 300-79-0490
Note-162p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Educational Needs; Elementary Secondary Education; *Evaluation Methods; *Needs Assessment; Program Development; Research Design; *Student Attitudes

This book was written to help educators plan and conduct an assessment of students' educational needs. Chapters regarding information on planning, implementing, analyzing and reporting the results, and making decisions based on the results are included. Political implications for both education and community groups are discussed. Practical, detailed information such as flow charts, sample questionnaire and sample needs assessments forms, and descriptions of procedures are included. (Author/PN)

ED222535 TM820686

Hagtvet, Knut A.

A Construct Validation Study of Test Anxiety: A Discriminant Validation of Fear of Failure, Worry, and Emotionality.

Pub Date Jul 82

Note-33p.; Paper presented at International Congress of Applied Psychology (20th, Edinburgh, Scotland, July 25-31, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Failure; *Emotional Response; *Fear; Foreign Countries; Grade 9; High School Students; Performance Factors; Student Reaction; *Test Anxiety; *Validity

Identifiers-Norway; *Psychological Constructs

The study tested a hypothesized three-dimensional structure of test anxiety involving the constructs of fear of failure, emotionality, and worry. The discriminant validity of these three constructs was studied. Uninformed students were told about a mathematics test in a lesson just prior to administration. They were compared to informed students who were advised a week in advance of the test administration. The findings supported the existence of worry and emotionality as response factors separate from fear of failure. Fear of failure is concerned with the individual's tendency to anticipate negative effects in achievement situations. Worry is a cognitive concern, characterized by self-focusing. Emotionality refers to the tendency of experiencing actual autonomic arousal and unpleasant states such as nervousness and tension. The interfering effects of fear of failure and emotionality on test performance were weakened in the informed condition; impact of the worry factor was most evident in the informed condition. The individual's performance expectancy is related to worry and less strongly to emotionality. The results of the study suggested that common testing procedures activate fear of failure, emotionality, and worry. Performance decrements seem most closely related to the cognitively oriented worry factor. (DWH)

ED222536 TM820687

Caputo, Gilda; And Others

Errorless Differentiation Learning in a Paired-Associate Task.

Pub Date Apr 82

Note-16p.; Paper presented at the Annual Convention of the Eastern Psychological Association (Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Analysis of Variance; *Associative Learning; College Students; Females; *Learning Processes; *Paired Associate Learning; *Research Methodology; Second Language Learning

Identifiers-*Errorless Learning; Flash Cards

It was hypothesized that the use of fading in response items of stimulus-response pairs constructed to simulate learning of a foreign language vocabulary would result in fewer errors than would the use of regular flash cards used in typical trial-and-error fashion. Subjects were college women volunteers randomly assigned to one of two experimental or control groups. One half of the subjects studied word pairs using a typical flash card technique; the other half used a modified flash card technique, designed to fade the response member. A 2x2x10 mixed analysis of variance was performed on the data. On the test trials, trial-and-error subjects showed better performance, i.e., fewer errors, than did fading subjects. The learning curves crossed so that control subjects appeared to be superior during test trials. The authors believe this was an artifact of the methodology used in the study and the scoring method. The study is being replicated with some procedural changes and a finer scoring method. The experimental subjects will be given feedback with the complete stimulus-response item on each learning trial. Partial correctness will be scored instead of an all-or-none score. (DWH)

ED222537 TM820689

Hartwig, John

The GED Experience: Reaching Out to People. Final Evaluation Report of Iowa's Experimental GED Test Structure.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Jul 82

Note-23p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education; Adult Students; Educational Certificates; *Equivalency Tests; General Education; *High School Equivalency Programs; *Program Evaluation; *State Programs; Testing; *Testing Programs

Identifiers-*General Educational Development Tests; *Iowa

This report describes the structure, format, and processes of Iowa's General Educational Development (GED) test center structure and presents the results, conclusions, and recommendations from an evaluation of that structure. The major purposes of the evaluation were to assess the effectiveness of Iowa's new statewide GED structure, determine strategies to improve the structure, and provide input for further planning and evaluation. Statistical and narrative information was gathered to improve testing services to GED candidates. The evaluation areas included the volume of GED traffic through parent, satellite, and transportation centers; the accessibility of testing centers to GED candidates; the cost effectiveness of the testing program; administration of the new GED structure; and test security. Narrative and statistical summaries are presented for each area. (DWH)

ED222538 TM820690

Stacey, Susan E.; Moyer, Kerry L.

A Guide to Survey Development: Manual on Writing a Survey.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Research and Evaluation.

Pub Date 82

Note-28p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Data Collection; Elementary Secondary Education; Evaluation Methods; Guidelines; *Research Methodology; *Surveys; *Test Construction; Test Format; Test Items

Identifiers-Pennsylvania Department of Education

This handbook was developed for use by individuals with limited experience in performing good survey-based research. The essential procedures in the preparation of a survey are outlined and discussed. The method of survey construction proposed consists of several tasks: (1) survey objectives and research questions are specified; (2) literature is reviewed and abstract concepts are defined; (3) question formats and type of statistical analysis are selected; (4) survey items are written and arranged in order; (5) physical appearance of the questionnaire is adjusted; (6) cover letter and instructions are prepared; and, finally, (7) the survey is validated. Examples illustrate the method for properly completing each procedure, and a summary checklist is provided to evaluate the survey to be used. A sample self-evaluation form for survey development completes the information in the manual. (DWH)

ED222539 TM820691

Athanasou, James A.

High School Students Preference for and Sense of Understanding of the Holland Vocational Interest Categories. Research Report.

New South Wales Dept. of Industrial Relations and Technology, Darlinghurst (Australia). Div. of Vocational Guidance Services.

Pub Date Feb 82

Note-17p.; Pages 6-9 are marginally legible due to small print.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Guidance; Comparative Analysis; *High School Students; *Interest Inventories; Junior High School Students; Secondary Education; Self Evaluation (Individuals); *Student Attitudes; Student Interests; *Test Interpretation; Use Studies; *Vocational Interests

Identifiers-*Holland Vocational Preference Inventory; *Kuder Occupational Interest Survey

Information concerning the extent to which the Holland interest classification was preferred and understood by high school students was investigated. Students were asked to show their preference and indicate which classification was more easily understood when the Holland and Kuder interest classifications were presented. A large majority reported preference for the Kuder classification. A second study compared the Holland typology to a British adaptation which emphasized work-task dimensions. A slight majority of students indicated they preferred the Careers Research and Advisory Centre adaptation and most reported it made more sense than the Holland typology. A final study compared the activity preference of the Kuder with a combined typology with work-task classification of Holland interest categories. In this study, most students preferred the Kuder classification and indicated it was more easily understood. This preliminary study indicated students preferred classifications which indicated activity preferences. Junior high school students preferred the Kuder classification. The practical implications for vocational guidance and interest assessment related to the structuring and delivery of career information are discussed. Findings were relevant to computer assisted guidance packages and self-assessment procedures based on self-categorization of interests. (Author/DWH)

ED222540 TM820692

Weitzman, Donald O.

Individual Differences in Spatial Memory: Thinking Backwards.

Pub Date Nov 81

Note-26p.; Paper presented at the Annual Meeting of the Psychonomic Society (22nd, Philadelphia, PA, November 12-14, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults; Cognitive Processes; *Cognitive Style; *Individual Differences; *Memory; *Physical Environment; *Spatial Ability

Identifiers-Analogical Reasoning; Sequential Memory

The study was designed to evaluate a hypothesis derived from recent trends in cognitive theory. The hypothesis concerned whether spatial environment information stored in memory is primarily analog or propositional. A related question concerned whether differences between analog and propositional processes underlie individual differences in the ability of adults to accurately represent and recall information about their spatial environment. Experiments were conducted to determine whether subjects differ with respect to emphasizing either analog or sequential processes in a test of spatial recall. The study indicated individual differences in performing spatial judgments were partially based on the differences in strategies people adopt in acquiring and utilizing spatial information. The results were consistent with the belief that some people are superior in maneuvering in their environment because they have survey knowledge of it and operate on that knowledge from memory. The first experiment indicated that when spatially unskilled subjects were provided explicit instructions to adopt an imagery strategy or were given a perceptual display of the task, their performance approximated the spatially skilled subjects. The imagery system seemed to be trainable. The implications of the experiments are that individual differences in strategy selection cannot be ignored in theories of spatial cognition. (DWH)

ED222541 TM820693

Measuring Student Achievement in Home Health Assisting. Health Occupations Education.

New York State Education Dept., Albany.
Pub Date 82
Note-83p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement; Adult Education; Adult Programs; Evaluation Methods; *Home Health Aides; *Measures (Individuals); Multiple Choice Tests; Social Services; Testing; *Test Items; *Visiting Homemakers

The Home Health Assisting (HHA) program was developed specifically for use by educational agencies which offer a program in HHA upon approval granted by New York State Education Department through the Joint State Agency review and approval process. It is designed to prepare adults for work in the home under supervision of a health-care agency. A collection of sample objective test items and performance test exercises used as a pretest or a measure of student achievement are presented in the areas of: the concepts of the world of work and of home health and personal care services, communications and interpersonal relationships, housekeeping and management services, nutritional status of patient and family, personal and patient care services, specialized health care services, and recognition of special patient handicaps. Items should be adapted, revised, or omitted in accordance with local programs. The text contains suggestions for the effective use of sample items and for construction of further measurement devices. (Author/PN)

ED222542 TM820694

Gustafsson, Jan-Eric

New Models of the Structure of Intellectual Abilities: Implications for Testing and Teaching Practice.

Goteborg Univ., Molndal (Sweden). Dept. of Education.

Spons Agency-National Swedish Board of Education, Stockholm.; Swedish Council for Research in the Humanities and Social Sciences, Stockholm.

Pub Date Jul 82

Note-49p.; Paper presented at the International Congress of Applied Psychology (20th, Edinburgh, Scotland; July 25-31, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Ability; Educational Testing; Factor Analysis; *Factor Structure; Intermediate Grades; *Models; *Testing

Identifiers-*Confirmatory Factor Analysis; *Hierarchical Analysis

The problem of the structure of human abilities is approached within the framework of higher order confirmatory factor analysis. Non-hierarchical models suggested by Thurstone and Guilford are reviewed, and it is concluded that these models fail to give a theoretically and practically useful representation of the organization of human abilities. Hierarchical models proposed by Vernon and Cattell-Horn are compared, and it is concluded that the difference between these models may be more apparent than real. It is also concluded that it may be possible to construct a unified hierarchical model, which includes ability dimensions of at least three different levels of generality. This hypothesized model is tested in two empirical studies, which both yield support for the model. Implications of the model for testing are discussed and it is concluded that while the model is compatible with much established testing practice, it goes beyond this by allowing hierarchically differentiated assessments. Included is a demonstration of how the model may be used in research on aptitude-treatment interactions, by simultaneous analysis of factors at different levels of generality in structural equation models. (Author/PN)

ED222543 TM820695

Report of the 1981 Certificate in Computer Programming Examinations.
Institute for Certification of Computer Professionals, Chicago, IL.
Spons Agency-Psychological Corp., New York, N.Y.
Pub Date Feb 82
Note-40p.; For related document, see TM 820 696.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Certification; *Computer Science; Item Analysis; Occupational Tests; *Programing; *Systems Analysis; *Testing; Test Reliability; Test Validity
Identifiers-*Certificate in Computer Programming

The Certificate in Computer Programming (CCP) Examination is conducted by the Institute for Certification of Computer Professionals (ICCP) to identify qualified computer professionals in various spheres of computer technology. The CCP Examinations are focused on programming skills and are designed for recognition of competent senior-level programmers. The examination has four sections (general and three specializations: business, scientific, and systems). All three forms have the same general items, while each has its own specialization items. The fifth administration of CCP Examination (December 12, 1982) tested 455 candidates at 97 international test sites. The Business Programming Examination was taken by 277 candidates; the Scientific Programming Examination by 55 candidates; and the Systems Programming Examination by 123 candidates. Of the 455 candidates, 174 passed, for an overall pass rate of 38 percent. Of that 174, 106 (61 percent) took the Business Programming Examination; 13 (7 percent) took the Scientific Programming Examination; and 55 (32 percent) took the Systems Programming Examination. Examination administration, candidate characteristics, examination performance, demographic data, item difficulty and discrimination, reliability, and validity are discussed. (Author/PN)

ED222544 TM820696

Report of the 1981 Certificate in Data Processing Examination.
Psychological Corp., New York, N.Y.
Spons Agency-Institute for Certification of Computer Professionals, Chicago, IL.
Pub Date Aug 81
Note-39p.; For related document, see TM 820 695.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administration; *Certification; *Computer Science; *Data Processing; Occupational Tests; *Programing; Systems Analysis; *Testing; Test Reliability; Test Validity
Identifiers-*Certificate in Data Processing

The Certificate in Data Processing (CDP) Examination conducted by the Institute for Certification of Computer Professionals (ICCP) is one of the qualifications for the CDP. The May 1981 administration tested 3,601 candidates at 149 international test sites. Half of the candidates were taking the examination for the first time and were taking all five sections: Data Processing Equipment, Programming and Software, Principles of Management, Quantitative Methods, and Systems Analysis and Design. They earned higher average scores on each of the sections than first-timers taking fewer than five sections and repeaters. First-timers taking fewer than five sections exceeded repeaters on all sections except Data Processing Equipment and Principles of Management. Examination requirements for the CDP were completed successfully by 1,234 (34 percent) of the 3,601 candidates. Fifteen tables which summarize data about testing centers, candidate demographic characteristics, pass/fail statistics, descriptive statistics, difficulty, discrimination, and reliability are included. (Author/PN)

ED222545 TM820697

Spearritt, Donald, Ed.

The Improvement of Measurement in Education and Psychology: Contributions of Latent Trait Theories.

Australian Council for Educational Research, Hawthorn.
Report No-ISBN-0-85563-226-7
Pub Date 82
Note-267p.; Papers presented at the Golden Jubilee Year Invitational Seminar of the Australian Council on Educational Research (Melbourne, Victoria, May 22-23, 1980).
Available from-The Australian Council for Educational Research Ltd., Radford House, Frederick St., Hawthorn, Victoria 3122
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aptitude Tests; Cognitive Measurement; *Educational Research; *Educational Testing; Elementary Secondary Education; Foreign Countries; *Latent Trait Theory; *Psychological Testing; *Test Theory; Test Use
Identifiers-*Australia

Educational and psychological measurement has been a main area of work for the Australian Council for Educational (ACER) since its inception. The theoretical and practical contributions of latent trait measurement and commentary on the relatively recent use of these models in Australia were the focus of a seminar celebrating the 50th anniversary of ACER. The papers include: "Educational Measurement - Theory and Practice" by Robert L. Thorndike; "Comparing Latent Trait with Classical Measurement Models in the Practice of Educational and Psychological Measurement" by John A. Keats; "The Use of Latent Trait Models in the Measurement of Cognitive Abilities and Skills" by Bruce Choppin; "The Linear Logistic Test Model and its Application in Educational Research" by Hans Spada and Regine May; "Using Latent Trait Measurement Models to Analyze Attitudinal Data: A Synthesis of Viewpoints" by David Andrich; "Conditional Inference in a Generic Rasch Model" by Graham A. Douglas; "The Use of Latent Trait Models in the Development and Analysis of Classroom Tests" by John F. Izard and John D. White; "The Use of the Rasch Latent Trait Measurement Model in the Equating of Scholastic Aptitude Tests" by George Morgan; "Some Alternative Approaches to the Improvement of Measurement in Education and Psychology: Fitting Latent Trait Models" by Roderick P. McDonald; and "A Perspective on the Seminar" by Donald Spearritt, the chairman's summary of discussion. Reactant statements were contributed by Barry McGaw; Kevin F. Collis; Glen A. Smith; Glenn Rowley; Charles Poole; and Alan G. Smith. (CM)

Thompson, Bruce

Stepwise Canonical Correlation Analysis: A New Research Technique.

Pub Date Feb 82
Note-15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 11-13, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Correlation; Multiple Regression Analysis; *Multivariate Analysis; Predictor Variables; *Research Methodology; *Statistical Analysis
Identifiers-*Stepwise Canonical Correlation Analysis

Virtually all parametric statistical procedures have been shown to be special cases of canonical correlation analysis, which is a useful research methodology particularly when augmented by the calculation of canonical structure, index, and invariance coefficients. A logic for conducting stepwise canonical correlation analysis based upon evaluation of canonical communality coefficients is presented. The coefficients indicate how much of a variable's variance is reproducible from the canonical solution. Variables with the smallest communality coefficients may be deleted in a stepwise procedure as a direct analoque to stepwise backward multiple regression analysis. A heuristic demonstration of the technique involving two criterion variables and five predictor variables in a 7 by 7 correlation matrix is presented. The application provides more insight into the dynamics of social science phenomena, lessens the probability of Type II errors, and provides estimates of the generalizability of results. (Author/CM)

ED222547 TM820699

Mayfield, Sandra J.; White, Marlene Ryals
Testing for Teacher Certification: Oklahoma's HB 1706.
Pub Date [82]
Note-7p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Competency Based Education; *Educational Legislation; Elementary Secondary Education; Minimum Competency Testing; *State Legislation; *State Standards; *Teacher Certification; *Teacher Education; Teacher Evaluation; Teacher Qualifications; Teaching Experience
Identifiers-*Oklahoma

A teacher certification testing program was mandated by the 1980 Oklahoma Legislature in HB 1706. The bill calls for a general upgrading of the teaching profession through more stringent teacher preparation programs, uniformity of training, and a concomitant improvement of salaries to reflect the healthy economy of Oklahoma. A central focus of the legislation is the testing mandate intended to establish a standard for assessment of minimum level competencies in the teaching content areas for which certificates are granted. Actual teaching competencies are addressed in the bill. Successful completion of the curriculum examinations enables graduates of approved teacher education programs from Oklahoma colleges and universities to obtain a license to teach or to do an entry year of teaching. A year of successful teaching precedes certification. There are currently 79 curriculum examinations to coincide with certification areas, and examinees may take as many as eight tests in one 2-day administration. The approval of in-state students' director of teaching education at the college or university is required before the student's test registration will be accepted. (Author/CM)

ED222548 TM820701

Zimmerman, Irla L.; Woo-Sam, James M.

Determining the Best WISC-R Short Forms.

Pub Date 24 Aug 82
Note-8p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Intelligence Tests; Test Interpretation; *Test Items; Test Reliability; Test Reviews; *Test Selection; *Test Use; Test Validity
Identifiers-*Wechsler Intelligence Scale for Children (Revised)

Two kinds of WISC-R short forms, item reduction and subtest reduction, are reviewed in terms of their ability to meet these criteria of adequacy: a significant correlation between the full scale IQ and the short form IQ, a non-significant difference between the full and short form mean IQ, a low percentage of IQ classification changes resulting from the use of the short form in place of the full test, and equal applicability to normal and referred children. The entire spectrum of skills tapped by the WISC-R is assessed by the item reduction short form. The time saving is worth while, and the validity of the short form full scale IQ adequate. Profile analysis procedures should be avoided on the curtailed subtests procedure in view of their poor validity and reliability. Subtest reduction short forms offer a maximum savings in time according to the number of subtests omitted, with quite adequate validity for the longer versions. The best reason for using the subtest rather than item reduction short form is the ease of administration coupled with the ability to complete the entire test if results are at all equivocal. (Author/PN)

ED222549 TM820702

Powers, Stephen

The Effect of Testwiseness on the Reading Achievement Scores of Minority Populations. Final Report.

Tucson Unified School District, Ariz.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 82
Grant-NIE-G-80-0076
Note-98p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-American Indians; Black Students; *Elementary Education; Ethnic Groups; Hispanic Americans; Intentional Learning; *Racial Differences; *Reading Achievement; Reading Comprehension; Response Style (Tests); *Test Coaching; *Test Wiseness; White Students
Identifiers-California Achievement Tests; Comprehensive Tests of Basic Skills; Test of Testwiseness (Slakter)

Testwiseness (TW) and its effect on the reading comprehension scores in four ethnic populations (Black, Hispanic, Native American, and Anglo) from the Tucson Unified School District were investigated. Inservice-trained teachers presented seven classroom TW teaching and practicing sessions of 15 minutes each to students in grades 3, 5, and 7. Students were administered the Test of Testwiseness; they were pretested and posttested with the Reading Comprehension subtest of either the California Achievement Tests (grades 3 and 7) or the Comprehensive Tests of Basic Skills (grade 5). Differential reading ability and socioeconomic level, both variables highly correlated with testwiseness, were statistically controlled. It was found that (1) no ethnic group possessed a significantly greater or lesser amount of testwiseness when different reading ability and socioeconomic levels were controlled; (2) when instructed in testwiseness, gains appeared comparable among ethnic groups; and (3) the amount of testwiseness training did not appear to affect reading comprehension scores on a standardized achievement test. (Author/PN)

How Have You Used National Assessment Materials? . . . Responses from Six Educators.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (ED), Washington, DC.; National Inst. of Education (ED), Washington, DC.
Report No-NAEP-AY-UA-50
Pub Date Sep 82
Contract No-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-62p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement; *Educational Assessment; *National Programs; Program Evaluation; *School Districts; User Satisfaction (Information); *Use Studies
Identifiers-Kamehameha Schools HI; Kansas State University; Montana State University; Monterey Peninsula Unified School District CA; *National Assessment of Educational Progress; Wisconsin (Whitefish Bay); Wyoming (Cheyenne)

The National Assessment of Educational Progress (NAEP) is an ongoing effort to obtain comprehensive and dependable data on national educational achievement. Reports and related assessment materials, such as assessment objectives and items used to measure achievement, have been developed to meet the needs and interests of educators. Several educators described their experiences using NAEP information to improve the learner's education experience. The NAEP model was used in the Kamehameha Schools of Hawaii for program evaluation. At Montana State University, National Assessment test items were used to survey knowledge, skills, and attitudes. NAEP sampling and data gathering procedures were adapted to surveys for use in doctoral research. Studies of science learning and science-related studies were incorporated in research training programs on higher education at Kansas State University. The Cheyenne Mountain School District used NAEP statistics for comparison between their students and an advantaged-urban group. NAEP demonstrated its capability of working with local school districts. The utilization of National Assessment materials in the Monterey Peninsula Unified School District is described. Test items and statistical data were used as a resource for evaluating and updating curriculum, instructional materials, and teaching in the Whitefish Bay High School. Primary type of information provided by the report: Procedures (Utilization) (Conceptual); Results (Utilization). (DWH)

ED222551 TM820704

Smith, Nick L., Ed.; Caulley, Darrel N., Ed.

The Interaction of Evaluation and Policy: Case Reports from State Education Agencies.

Northwest Regional Educational Laboratory, Portland, OR. Clearinghouse for Applied Performance Testing.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 82

Contract No-400-80-0105

Note-216p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Case Studies; Educational Assessment; Educational Innovation; *Educational Policy; *Educational Research; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Evaluators; *Program Evaluation; Program Implementation; *Research and Instruction Units; *State Programs; Testing Programs

Identifiers-Michigan; Oregon; Research Evaluation and Planning Units; South Carolina; Virginia; Washington; Wisconsin

The nature of educational evaluation and its interaction with policy in six state departments of education is examined. Case reports of research and evaluation units are presented for Virginia (by Gerald W. Bracey), Michigan (by David L. Donovan and Stanley A. Rumbaugh), Washington (by Alfred F. Rasp, Jr.), South Carolina (by Paul D. Sandifer), Wisconsin (by James H. Gold), and Oregon (by Gordon Ascher). Analyses and commentaries on the common themes of the reports include "Policy and Evaluation: A Conceptual Study," by Thomas F. Green and "The Context of Evaluation Practice in State Departments of Education," by Nick L. Smith. Future prospects are considered in "The Need for New Approaches in State Level Evaluations," by Alexander I. Law, arguing for agency innovation, and "Problems in the Implementation and Acceptance of New Evaluation Approaches in State Departments of Education," by Norman Stenzel, summarizing barriers to the improvement of practices. (CM)

ED222552 TM820706

Thompson, Bruce; Pitts, Murray C.

Model Misspecification Error in Correlational Studies.

Pub Date Nov 82

Note-12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Correlation; Data Analysis; Evaluation Criteria; *Mathematical Models; *Multivariate Analysis; Research Methodology; Specifications; Statistical Analysis

Identifiers-*General Linear Model

The author contends that model misspecification can occur even after researchers have selected the generally most appropriate class of methods, or general linear model techniques. It is suggested specifically that canonical correlation analysis may provide more meaningful results, as compared with regression, particularly if analysis is augmented by the computation of structure coefficients. It is also suggested that contemporary analytic practice reflects some improvements over more traditional practice. Researchers are increasingly investigating multivariate problems with multivariate methods. Greater use of the multivariate general linear model, or canonical correlation analysis, augmented by the calculation of appropriate coefficients, including structure coefficients, is proposed for future research. (DWH)

ED222553 TM820707

Enemark, Peter; Wise, Lauress L.

Supplementary Mathematics Probe Study. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-AIR-892-FR

Pub Date 14 Dec 81

Grant-NIE-G-80-0003

Note-83p.; Tables 9-13 are marginally legible due to small print; For related documents, see TM 820 708-712 and TM 820 716.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement; Attitude Measures; Computer Assisted Instruction; Educational Assessment; Instructional Improvement; *Mathematics Achievement; Models; National Surveys; *Predictor Variables; Psychometrics; Racial Differences; School Role; Secondary Education; Sex Differences; *Student Characteristics; Student Evaluation

Identifiers-Mathematics Mini Assessment (1976); *National Assessment of Educational Progress; *NIE ECS NAEP Item Development Project

Data from 10,000 17-year-old respondents to the National Assessment of Educational Progress (NAEP) 1975-76 Special Mathematics Probe (Basic Mathematics Assessment) were analyzed. The primary purpose was to identify respondents' background characteristics associated with basic mathematics achievement. The achievement items and 241 background variables were reduced through clustering techniques to composites: academic orientation; comfort/confidence about mathematics; community characteristics; effort in mathematics; extracurricular activities; individual program characteristics; locus of control; mathematics courses taken; personal demographics; school program variables; self esteem; and television watched. Causal models relating achievement to background found some relationship between the availability of specialized equipment, specifically computers, and student interest as evidenced by the number and level of mathematics courses taken by students with similar academic orientation and background. After these variables were controlled, internal locus of control and greater levels of mathematics confidence were significant predictors of achievement. Although related to attitudinal measures, predictors were generally the same for both sexes. Predictor patterns were generally similar with respect to race but large differences in achievement levels were not explained by the variables. Descriptive analyses and summaries of achievement data from 13-year-old respondents are included. Primary type of information provided by the report: Results (Secondary Analysis). (Author/CM)

ED222554 TM820708

Mislevy, Robert J.; And Others

Scale-Score Reporting of National Assessment Data (Final Report).

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Feb 82

Grant-NIE-G-80-0003

Note-130p.; For related documents, see TM 820 707-712 and TM 820 716.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Educational Assessment; Item Analysis; *Item Sampling; *Latent Trait Theory; *Mathematics Achievement; National Surveys; Racial Differences; *Scaling; *Scores; Secondary Education; Sex Differences; Test Construction; Test Reliability

Identifiers-National Assessment of Educational Progress; *NIE ECS NAEP Item Development Project; Unidimensional Scaling; Unit of Analysis Problems

An approach was developed based on item-response models defined at the level of salient subject groups rather than at the level of individuals, designed for use with multiple-matrix sampling designs. In each of three National Assessment of Educational Progress (NAEP) mathematics subtopics, Reiser's group-effects latent trait model was fitted to the proportions of correct response to items as observed in the cells of a design. Item parameters and contrasts among demographic groups were estimated in each of four data sets: 1972-73 and 1977-78 data for 13-year-olds and 17-year-olds. Based on items common to two or more data sets, results were linked across ages and over time in each subtopic. Item parameters and group averages were obtained on scales common across ages and years. Successful calibration and linking in all subtopics demonstrates the feasibility of applying item-response methods to sparse sampling designs. However, scaling must be accomplished within fairly narrowly-defined skill areas, such as the NAEP subtopics, if the integrity of scales is to be maintained. Item response scaling of NAEP test booklets as a whole is discouraged. Primary type of information provided by the report: Results (Secondary Analysis). (Author/CM)

ED222555 TM820709

Folsom, Ralph E.; Williams, Rick L.

Design Effects and the Analysis of Survey Data.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; Research Triangle Inst., Research Triangle Park, N.C.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-RTI/2137-01-01F

Pub Date Apr 82

Grant-NIE-G-80-0003

Note-153p.; Appendix B is marginally legible due to small print; For related documents, see TM 820 707-712 and TM 820 716.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Cluster Analysis; Educational Assessment; *Hypothesis Testing; *Mathematics Achievement; National Surveys; Probability; *Research Design; *Sampling; Secondary Education; *Statistical Analysis

Identifiers-Chi Square; National Assessment of Educational Progress; *NIE ECS NAEP Item Development Project; Second Mathematics Assessment (1978)

The National Assessment of Educational Progress (NAEP), like most large national surveys, employs a complex stratified multistage unequal probability sample. The design provides a rigorous justification for extending survey results to the entire U.S. target population. Developments in the analysis of data from complex surveys which provide a straightforward method for taking account of the sample design through proper estimation of subpopulation estimates and their covariance matrix are reviewed. Relationships among subpopulations are then evaluated via large sample Wald statistics assumed to be asymptotically distributed as central chi-squared random variables. While these methods provide a mechanism for analyzing NAEP data, the computer software required to properly estimate sample design-based covariance matrices is not generally available to NAEP data users. Design effect methods for adjusting test statistics obtained from standard statistical methods which implicitly assume simple random sampling from an infinite population are presented with several new decompositions obtained which display the effects of multistage clustering, stratification, and unequal weighting on the covariance matrix. A comparison of asymptotically valid sample design-based chi-squared tests versus analogous simple random sampling tests and design effect adjusted tests is given. Design effect adjustments on NAEP mathematics data are shown. Primary type of information provided by the report: Procedures (Sampling); Results (Secondary Analysis). (Author/CM)

ED222556 TM820710

Haertel, Edward

Developing a Discrete Ability Profile Model for Mathematics Attainment. Final Report.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; Stanford Univ., Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date [81]

Grant-NIE-G-80-0003

Note-57p.; Tables are marginally legible due to small print. For related documents, see TM 820 707-712 and TM 820 716.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cluster Analysis; Educational Assessment; Elementary Secondary Education; *Item Analysis; Mathematical Models; *Mathematics Achievement; National Surveys; *Skill Analysis; Test Construction

Identifiers-*National Assessment of Educational Progress; *NIE ECS NAEP Item Development Project; Second Mathematics Assessment (1978)

National Assessment of Educational Progress (NAEP) Mathematics Assessment (1982) data were analyzed using latent class models to determine patterns of distinct skills required by different exercises and to estimate the pattern distributions. The populations were 9-, 13-, and 17-year-old examinees. Skills were assumed to be intermediate between objectives and report topics, such as "solving quadratic equations," and were treated as dichotomous - an examinee either did or did not possess the skill. At age 9 and 13, one assessment booklet was selected and nine clusters of three exercise parts were chosen. Twenty pairings of clusters yielded a 6-item set for analysis. At age 17, six exercise parts of apparently common skills were drawn from each of six booklets. Item clusters which could be collapsed and organized hierarchically were indicated by the latent classes. For each cluster, all analyses including it were examined together, yielding separate estimates of the proportion of examinees able to solve items in that cluster. The distributions of these estimates were an indication of the cluster's conformity to the assumption of skill dichotomies. Student mathematics skills at each age level are reported. Results of the use of NAEP data tapes are reported and improvements in the methodology are suggested. Primary type of information provided by the report: Results (Secondary Analysis). (CM)

ED222557 TM820711

Harnisch, Delwyn L.; Linn, Robert L.

Identification of Aberrant Response Patterns. Final Report.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; Illinois Univ., Champaign.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date [81]

Grant-NIE-G-80-0003

Note-120p.; For related documents, see TM 820 707-712 and TM 820 716.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Educational Assessment; *Educational Diagnosis; *Error Patterns; Item Analysis; Mathematics Achievement; National Surveys; Response Style (Tests); *Scores; Secondary Education; *Student Characteristics; Student Evaluation; *Test Interpretation

Identifiers-Caution Index; National Assessment of Educational Progress; *NIE ECS NAEP Item Development Project; Response Patterns; Second Mathematics Assessment (1978)

Techniques to identify the degree to which a response pattern is unusual and the pattern's relationship to examinee background are presented. Sato's caution index and modified caution index use clusters of items for comparisons of observed performance outcomes and do not require the use of item response theory. Correlation between the indices was nearly one for the indices computed for the students and the problems. The algebraic formulations of the indices are discussed with their empirical interrelationships and relationship with total number-right scores for data collected by the National Assessment of Educational Progress (NAEP) from 13-year-olds in the 1978 Mathematics Assessment. High Caution indices of unusual response patterns for individual test examinees are discussed. The indices may be useful in interpreting a total test score and may identify particular strengths and gaps in examinee knowledge. The distributional and relational properties of the indices with total scores, indentification of student background characteristics with unusual response patterns, and school characteristics associated with aberrant response patterns are shown. The variables associated with the modified caution index and comparisons of subgroup caution index values are discussed. Primary type of information provided by the report: Results (Secondary Analysis). (CM)

ED222558 TM820712

Anderson, Ronald E.; And Others

Measurement Properties of Attitude Scales in the National Assessment of Educational Progress Data on Mathematics. Final Report.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; Minnesota Univ., Minneapolis. Center for Social Research.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Dec 81
Grant-NIE-G-80-0003
Note-264p.; For related documents, see TM 820 707-712 and TM 820 716.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Affective Measures; *Attitude Measures; Educational Assessment; Factor Structure; Item Analysis; *Mathematics Achievement; Measurement Objectives; National Surveys; Predictor Variables; *Scaling; Secondary Education; Test Construction; Test Reliability; *Test Validity
Identifiers-*National Assessment of Educational Progress; *NIE ECS NAEP Item Development Project; Second Mathematics Assessment (1978)

The mathematics portion of the 1975-76 and the 1977-78 National Assessment of Educational Progress (NAEP) testing program represented a departure from the earlier mathematics assessment: in addition to surveying the cognitive domain, items were included which related to the affective component of learning mathematics. Although these questions were not specifically designed to be used in scales, many of the test packages contained five or more such attitudinal questions. Seven test booklets from 1977-78 for ages 9, 13 and 17 and all four test packages from the 1975-76 assessment were examined to derive reliable, valid and useful affective scales. The affective items were examined individually and as potential scales. The dimensionality of each item set was determined and the derived dimensions and composite item sets were analyzed for internal consistency. A canonical analysis of the 1977-78, age 17 data evaluated the predictive power of the attitudinal dimensions; at least one scale of adequate internal consistency was found in each test package. At least one reliable scale was found in three of the four age 13 packages. The NAEP mathematics data base was found to be potentially rich for research on affective constructs. Primary type of information provided by the report: Assessment Instrument (Affective Exercises); Results (Secondary Analysis). (Author/CM)

ED222559 TM820714

Romberg, Thomas A.; And Others

The Development of Mathematical Problem-Solving Superitems. A Report on the NIE/ECS Item Development Project.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; Wisconsin Center for Education Research, Madison.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Jan 82

Note-98p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Elementary Secondary Education; Evaluation Methods; *Mathematics Achievement; Models; *Problem Solving; *Quantitative Tests; *Test Construction; Test Interpretation; *Test Items

Identifiers-National Assessment of Educational Progress; *NIE ECS NAEP Item Development Project

The purpose of this report is to describe the development of a pool of mathematical problem-solving situations and a set of items for each situation which provides information about students' qualitatively different levels of reasoning ability as applied to that situation. For each problem-solving situation, a set of "structured superitems" was developed. "Superitems" are a set of test items about a common situation or stem. Such item sets have been shown to be valid and useful for assessing mathematical problem solving. For the constructed item pool, a recently developed taxonomy based on the structure of the observed learning outcome (SOLO) was used as the basis for the development of the superitems. Four questions were written for each problem situation to assess five levels of reasoning concerning the situation. The superitems were administered in separate group tests to 300 students of 9, 11, 13, and 17 years of age. The 38 items in the final batteries were mathematically correct and were related to the levels of reasoning in the SOLO Taxonomy. This document focuses on the details of the preparation of the items prior to their administration. Instructions for judging items, manuals, and sample tests are appended. (Author/PN)

ED222560 TM820715

Romberg, Thomas A.; And Others

Construct Validity of a Set of Mathematical Superitems. A report on the NIE/ECS Item Development Project.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; Wisconsin Center for Education Research, Madison.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Jan 82

Note-98p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Cognitive Processes; Elementary Secondary Education; Item Analysis; *Mathematics Achievement; Mathematics Curriculum; Mathematics Instruction; Models; *Quantitative Tests; *Test Construction; Test Interpretation; Test Items; *Test Validity

Identifiers-National Assessment of Educational Progress; *NIE ECS NAEP Item Development Project

Procedural documentation is presented for administering, scoring and analyzing data gathered to examine the construct validity of a set of superitems developed to assess student levels of mathematical reasoning ability. Each superitem includes a mathematical situation and a structured set of questions about that situation. The questions were based on Collis and Biggs' recently-developed taxonomy on the structure of the observed learning outcomes (SOLO). The assumption underlying this report is that the response patterns of students to the superitems would be interpretable. To judge interpretability, three primary questions about the response patterns were raised. For each question the data strongly support the validity of the construct. The response patterns of the majority of items matched the assumed latent hierarchical and cumulative cognitive dimension. The question profiles for student clusters were interpreted in terms of developmental base stages and the spiral notions of equilibration. These findings give support to the validity of the sequence of SOLO levels. The SOLO interpretation of responses appears useful for educators and researchers in describing the level of reasoning on school related tasks. Item analyses tables are appended. (Author/PN)

ED222561 TM820716

Hambleton, Ronald K.; And Others

Applications of Item Response Models to NAEP Mathematics Exercise Results.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; Massachusetts Univ., Amherst. Laboratory of Psychometric and Evaluative Research.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 15 Feb 82

Grant-NIE-G-80-0003

Note-238p.; Appendix B is marginally legible due to small print; For related documents, see TM 820 707-712.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Data Analysis; *Educational Assessment; Elementary Secondary Education; Equated Scores; Evaluation Methods; *Goodness of Fit; Item Analysis; Item Banks; *Latent Trait Theory; Mathematics Achievement; National Surveys; *Quantitative Tests; Test Construction; Test Items; Test Validity

Identifiers-National Assessment of Educational Progress; *NIE ECS NAEP Item Development Project; Second Mathematics Assessment (1978)

Item response model applications to National Assessment of Educational Progress (NAEP) data specifically aimed at the uses of item response models in mathematics item banking are discussed. Approaches for addressing goooness of fit were organized into three categories: Checks on model assumptions, expected features, and additional model predictions. Within the categories, several new methods were also advanced and several older methods which were not in common use for determining item response model-data fit were described. Many of these methods were then used to determine the fit of the one- and three-parameter models to six NAEP mathematics booklets (three booklets for 9-year-olds and three booklets for 13-year-olds) in the 1977-78 assessment. There were some inconsistent findings but it did appear that the three-parameter model provided an excellent fit to the data sets whereas the one-parameter model did not. When a bank of content valid and technically sound test items is available, and goodness of fit studies reveal a high match between the chosen item response model and the test data, item response models may be useful to NAEP in test development, detection of biased items, score reporting, equating test forms and levels, item banking, and other applications as well. Primary type of information provided by the report: Results (Secondary Analysis). (Author/PN)

ED222562 TM820720

McKee, Barbara G.; Menning-Curtis, Colleen

Teacher Constructed Classroom Tests: The Stepchild of Measurement Research.

Pub Date Mar 82

Note-31p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classroom Environment; Higher Education; *Measurement Techniques; Questionnaires; Research Needs; *Teacher Attitudes; *Teacher Made Tests; *Test Construction; Test Format; Test Items

Identifiers-National Technical Institute for the Deaf

The results of a survey questionnaire of all teaching faculty at the National Technical Institute for the Deaf (NTID) were presented. The researchers were concerned with teacher-constructed classroom tests and the problems encountered in developing, administering, and grading them. The survey topics included: instructors' current test development practices; the format most frequently used; instructors' desire for in-service training in test development; opinions concerning areas of measurement in classroom learning in need of research; and willingness to participate in test research as well as type of contributions faculty members would make. The questionnaire and descriptive statistics for all items were provided. The survey indicated teachers used primarily self-constructed items in their tests. The short answer, or completion, question was the most frequently used item format. Paper and pencil tests were the most important component of a student's course grade. The faculty members reported a high frequency of adherence to basic test development practices. The least observed practice was having another faculty member review their tests. The demographic variable which influenced instructors' opinion scores and ratings of importance of research was their experience in a measurement course. Suggestions for future training and research were included. (DWH)

ED222563 TM820721

Ley, Ronald

A Distractor-Free Test of Recognition and a Target-Free Test of False Recognition.

Pub Date Nov 81

Note-33p.; Paper presented at the Annual Meeting of the Psychonomic Society (22nd, Philadelphia, PA, November 12-14, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Discrimination Learning; Group Testing; Individual Testing; Memory; *Recognition (Psychology); Response Style (Tests); *Test Construction; *Test Items; *Word Recognition

Identifiers-*Distractors (Testing)

A method for measuring recognition memory (free of distractors) and false recognition was based on the assumption that the subject was "honest." A distractor-free test of word recognition (a single-item test trial in which the 36 targets were presented prior to the 36 distractors) was compared with a traditional target-distractor discrimination test (a single-item test trial in which an equal number of targets and distractors were randomly ordered). The study results indicated that tests of recognition memory do not require distractors. Data suggested distractors may have encouraged "dishonesty" rather than prevented it. The observation was made that the number of false recognitions under the target distractor discrimination test was greater than that under the target-free test. The results of the present study were compared to a previous study conducted by Wallace, Sawyer, and Robertson (1978). The populations of words from which the test items were chosen differed. The earlier experiment was based on individual testing procedures, while the current study was a group testing procedure. (DWH)

ED222564 TM820722

Moody, Peter R.

Pitt Meadows Physical Education Project: Evaluation of an Implementation Project.

Spons Agency-Educational Research Inst. of British Columbia, Vancouver.
Report No-ERIBC-82-13
Pub Date Jun 82
Note-58p.; Several tables may not reproduce well due to small print.
Available from-Educational Research Institute of British Columbia, Suite 400-515 West 10th Avenue, Vancouver, BC V5Z 4A8 (Can. $5.50).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Change Agents; Change Strategies; Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Educational Innovation; Educational Planning; *Educational Strategies; Elementary Education; Instructional Development; *Physical Education; *Program Evaluation; *Program Implementation; Teaching Methods

The implementation and evaluation of a quality daily physical education program into a 14-room elementary school in Maple Ridge, British Columbia, is reported. The implementation process involved the services of a university professor who served as an external change agent and consultant within the project. The consultant made 20 day-long visits to the school throughout 1980-81 in order to dialogue with teachers; to give presentations to teachers; to give lesson demonstrations; to provide feedback following observations of lessons; to team-teach with and coach teachers; and to provide teachers with curriculum materials. Data concerning eight objectives comprised teacher, principal, and consultant interview transcripts; the principal's supervisory notes and reports; the consultant's anecdotal, observation, and working notes; a teacher questionnaire; and pupil attitude, knowledge, and psychomotor tests. The data were examined largely through content analysis and were presented employing the processes of triangulation and corroboration in order to arrive at valid and reliable statements. This investigation principally involved 45 grade 3 and 45 grade 7 pupils, 13 teachers, a principal, and a consultant. A further 290 pupils ranging from kindergarten through grade 7 were also involved. This study resulted in eight recommendations related to implementation and evaluation processes. (Author/PN)

ED222565 TM820723

Roeber, Edward D.

Using Performance Tests in State Assessment--It's Real and It's Feasible.

Pub Date May 82

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Objectives; *Educational Assessment; Elementary Secondary Education; *Performance Tests; *State Programs; Student Evaluation; Test Construction; *Test Format; *Testing Programs; Test Use

Identifiers-Michigan; *Michigan Educational Assessment Program

Each year the Michigan Educational Assessment Program (MEAP) tests all 4th, 7th, and 10th grade students in reading and mathematics and one or more subject areas. Because MEAP has lost funding for test development, experienced assessment staff and a volunteer team of local educators and college and university specialists develop, administer, and score the MEAP tests. It is important to both instructional and assessment specialists to develop measures to match the skills being tested. Some performance objectives can be tested with multiple choice items, but some skill areas such as art, career development, health, music, and science can only be measured with open-ended short-answer or essay formats, classroom observation, or individual or group performance tests. The performance data yielded can be valuable for curriculum review and planning at local and state levels. Test development activities are conducted several times for each subject area to determine appropriate item types for each objective. The use of a variety of item types provides more valid information to teachers and content specialists. (CM)

ED222566 TM820724

Roth, Rodney

Validation of the NTE: Arkansas Style.

Pub Date Jun 82
Note-16p.; Paper presented at the Education Commission of the States Annual Conference on Large Scale Assessment (Boulder, CO, June 10, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cutting Scores; Elementary Secondary Education; Item Analysis; Public Schools; *State Programs; State Standards; *Teacher Certification; Teacher Evaluation; Teaching Skills; *Testing Programs; *Test Selection; Test Use; Test Validity
Identifiers-*Arkansas; Arkansas State Department of Education; *National Teacher Examinations

The National Teacher Examination (NTE) validation and cut score determination procedures for use in teacher certification in Arkansas are discussed. The NTE area examinations to be validated were selected by the Arkansas Department of Education, which compared the state's certification requirements with the NTE's rationale, content, and scope descriptions. The 24 examinations selected were in such areas as art education, business education, the sciences, several languages, early childhood and elementary education, guidance and counseling, and other subject specializations. The Educational Administration and Supervision Examination was also selected. Judges selected for the NTE Review Study Group included certified practitioners from public schools, colleges, and universities in the state. Unique procedures used in the Arkansas study included assessing examination item validity by item relevance and providing national p-values to assist judges in finding item probabilities for determining cut-scores. The legal rationale for using the procedures is discussed. (Author/CM)

ED222567 TM820725

Powers, Stephen; And Others

A Test of the Equipercentile Hypothesis of the TIERS Norm-Referenced Model.

Tucson Unified School District, Ariz.
Pub Date Sep 82
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains; Compensatory Education; *Hypothesis Testing; Models; National Norms; *Norm Referenced Tests; Pretests Posttests; Program Effectiveness; Reading Achievement; Secondary Education; *Validity
Identifiers-*Equipercentile Assumption; RMC Models; *Title I Evaluation and Reporting System

The validity of the equipercentile hypothesis of the Title I Evaluation and Reporting System (TIERS) norm-referenced evaluation model was examined. The California Achievement Test, Reading, was administered as a pretest and posttest to 3,224 seventh and ninth grade students. The equipercentile hypothesis predicts that the posttest percentile status would be the same as the pretest percentile status for students not receiving special education programs. Students' gains at 10 different achievement levels were evaluated employing the norm-referenced model. The findings contradicted the equipercentile hypothesis. There was a clear pattern of large gains for students not receiving any special educational instruction. (Author/CM)

ED222568 TM820729

Hughes, Honore M.; Leatherman, Martha K.

Refinement of the Maryland Preschool Self-Concept Scale.

Pub Date Aug 82

Note-22p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Item Analysis; Preschool Education; *Preschool Tests; Psychometrics; Research Problems; Self Concept; *Self Concept Measures; Test Construction; *Test Reliability; Test Reviews; Young Children

Identifiers-*Maryland Preschool Self Concept Scale

This manuscript is a report of the third revision of the Maryland Preschool Self-Concept of Scale originally developed by Smith (1977). Two samples of 4-, 5-, and 6-year old children (N = 54 and N = 78) were administered the Maryland Preschool Self-Concept Scale - Revised (MPSS-R). In the first study, the measure was given twice, 3 to 5 weeks apart; during the second testing session the Peabody Picture Vocabulary Test-Revised (PPVT-R) was also administered in a counterbalanced order. The MPSS-R, the PPVT-R, the Young Children's Social Desirability Scale (YCSDS) and the McDaniel-Piers Young Children's Self Concept Scale were administered in the second investigation, with no retesting. In addition, teachers completed an Inferred Self-Concept Scale for each of their children. The results of the two studies indicate that, while the MPSS-R shows promise as a scale to be used for research purposes, it is in need of further revision. While its internal consistency and item-total correlations are minimally sufficient for research instruments, improvement in its psycnometric properties is necessary in order to be able to utilize it with greater confidence. (Author/PN)

ED222569 TM820734

Boruch, Robert F.

The Governance of the National Assessment of Educational Progress: A Brief Review and Some Options. Report No. A-158-5.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Aug 82

Note-31p.; For a related document, see ED 213 769.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Strategies; Data Collection; *Educational Assessment; Educational Needs; Educational Research; Elementary Secondary Education; Evaluation Methods; Evaluation Needs; Federal Programs; Federal Regulation; *Governance; *Needs Assessment; Planning; *Policy Formation; Testing Programs

Identifiers-*National Assessment of Educational Progress; National Institute of Education

This report concerns the governance of the structure of the National Assessment of Educational Progress (NAEP), especially the law and the role of the Assessment Policy Committee (APC). The major sources of evidence include interviews with APC members and National Institute of Education (NIE) staff, minutes of APC meetings and historical documents on NAEP, statutes, and field research on use of NAEP. Several options for change are suggested that involve minimal disruptions of current operations: (a) the categories of APC membership specified by law should include an expert in statistical research policy; (b) the APC should have direct, routine access to a senior NIE executive who is responsible for liaison with NAEP and for articulating and explaining NIE's agenda; (c) a formal mechanism for assuring that APC members are aware of new issues and ideas, apart from those provided by NAEP and NIE, needs to be created; and (d) the tension between NIE's research mission and the NAEP's traditional data collection mission needs to be resolved. Several options for a major change include those that focus more heavily on (a) research, (b) cooperative statistical systems and research, and (c) states. (Author/PN)

ED222570 TM820735

Revlin, Russell; Kallio, Kenneth

Inferences from Quantified Expressions.

Pub Date Nov 81
Note-25p.; Paper presented at the Annual Meeting of the Psychonomic Society. (22nd, Philadelphia, PA, November 12-14, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comprehension; Context Clues; Higher Education; Language Patterns; *Language Processing; Nouns; *Semantics; Sentence Structure; *Structural Analysis (Linguistics); Verbs
Identifiers-*Predicate Subject Order

The reversal of subject and predicate terms in quantified, categorical expressions was studied as an operation that is potentially important in issues of representation and comprehension of quantified relations. In two experiments students were asked to evaluate the relation between two quantified expressions. The salience of reversal in the verification of expressions was shown in the first experiment, but quantifier encoding was not flawless. The second experiment examined whether the reversals could be blocked by simple semantic/syntactic manipulation. Blocking was shown to interact meaningfully both with quantifier type and the combined effect of quantifier and conqruity. A three-stage model for the observed latencies was developed, based on the experimental results. Verification profiles showed that students make errors which are attributed to faulty encoding, without discriminating between symmetrical and proper inclusion relations. Alternately, the encoding might be weakly specified. In this way constraints upon subject-predicate order are minimal and low priority, except where the semantic and syntactic aspects of relations show significant asymmetries. (CM)

ED222571 TM820736

Kean, Michael H.

Issues in Identifying Effective Schools.

Pub Date Jun 82

Note-19p.; Paper presented at the National Assessment of Educational Progress Conference on Large Scale Assessment (12th, Boulder, CO, June 7-10, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; *Identification; *Program Effectiveness; Program Evaluation; Program Improvement; Research Problems; *School Effectiveness; School Responsibility; Student Development

Effective schools are typically defined as those schools which improve or maintain already-established high levels of student achievement. A number of issues and research needs are raised which relate to the identification of effective schools. Unless the nature of "effectiveness" can be described and agreed upon, researchers face the possibility of identifying variables related to the concept not accepted by those responsible for teaching children. Research, program improvement, school district-wide planning or funding decisions, and rating or ranking schools are all potential purposes for identifying school effectiveness. There is a need for a variety of different measures, for separating school effects from other influences, for selection of an appropriate achievement measure, for means by which scores or other indicators can be aggregated, for defining success related to objectives, and for consistency. The identification of "transition" schools (those emphasizing improved ratings, yet with low achievement scores) and "false negative" schools (with uniformly low ratings on success factors, yet high test scores) is considered. The effects of funding on schools, and the need for data linked to effectiveness indicators are examined. The critical issue suggested is the extent to which a school maximizes its effort to improve each student's potential. (CM)

ED222572 TM820737

Nuthall, Graham; Lee, Adrienne Alton

Measuring and Understanding the Way Children Learn in Class. Technical Report: Teaching Research Project.

Canterbury Univ., Christchurch (New Zealand).

Pub Date Aug 82

Note-138p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Achievement Tests; *Child Development; Elementary Education; Instruction; Interviews; *Learning Processes; *Memory; *Performance Factors; Pretests Posttests; Responses

Identifiers-*Teaching Research Project (New Zealand)

This report is based on interviews with a group of elementary school children about how they answered the items in an achievement test administered 12 months after a 7-week instructional unit. Data from the interviews are related to data from further pretests and posttests and from detailed observations and recordings of the original instructional unit. The evidence obtained is used to build up a model of how memory for instruction works in 9-year-old children and of how they use their knowledge and memory to answer achievement test items. It is argued that understanding what a child has learned from achievement test performance requires an appropriate theory of how learning and memory processes work in young children. Some principles of effective instruction are derived from the data. (Author/CM)

ED222573 TM820738

Weber, George

The National Assessment of Educational Progress.

Pub Date 2 Aug 82
Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; Achievement Tests; *Criterion Referenced Tests; Educational Assessment; Educational Objectives; *Elementary School Students; Evaluation Criteria; *Federal Programs; National Programs; *Program Evaluation; *Secondary School Students
Identifiers-*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a federally funded, nationwide survey of educational achievement in 10 academic fields. The program is examined to determine whether viable alternatives exist to measure educational achievement. The information produced by NAEP concerns the educational achievement of 9-year-olds; 13-year-olds; 17-year-olds; and young adults, ages 26 to 35. The program is helping to develop a consensus on educational objectives and is making important contributions to the ability to measure educational achievement. The ultimate purpose of NAEP is to improve the educational achievement of school age children. The major achievements of the program thus far include a list of educational objectives, a large body of reliable national data on educational achievement in terms of these objectives, and several contributions to the improvement of the methodology of measuring educational achievement. The achievement testing programs that have been established since NAEP was begun do not provide comparable data. NAEP data are unique because they are national, cover 10 academic fields, and are domain-referenced. The author believes the program should be expanded to realize its potential. Recommendations for expansion and improvement are discussed. (DWH)

Doyle, Denis P.

Paying the Piper: Federal Funds and State Interests. A Proposal for Governing NAEP.

White (E.H.) Co., San Francisco, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 31 Jul 82
Contract No-400-81-004
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; *Advisory Committees; Educational Assessment; Elementary Secondary Education; Federal Programs; *Federal Regulation; Federal State Relationship; Financial Support; *Governance; *Governing Boards
Identifiers-*National Assessment of Educational Progress

The need for an appropriate governance structure of the National Assessment of Educational Progress (NAEP) and a governance proposal are discussed. NAEP provides time series data on student achievement within certain academic areas by age and geographic region. Its main purpose is informational, rather than diagnostic. Several objectives are recommended to insulate NAEP's governance from undue federal control. These include freedom from transient political influence, incorporation of provisions to insure continuity and institutional memory, and a reflection of the needs of NAEP's clients. These criteria would permit federal funding, while controlling federal temptation to use NAEP as a tool of federal interests. The structure of a governing board is described which would be composed of local, state, and federal policymakers. NAEP should also establish a standing technical advisory board composed of recognized authorities in the field to assure the highest levels of technical competence. The governance structure as described would provide reasonable assurance of relevance and high quality. (DWH)

ED222575 TM820740

Weiner, Bernard; And Others

Social Cognition in the Classroom.

Spons Agency-Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).; National Inst. of Mental Health (DHHS), Bethesda, Md.; Spencer Foundation, Chicago, Ill.

Pub Date [81]

Grant-MH34167

Note-50p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attribution Theory; *Classroom Communication; Educational Psychology; Mainstreaming; Self Concept; *Self Esteem; *Social Cognition; *Social Environment; *Student Teacher Relationship; *Teacher Influence

Identifiers-Perceptual Salience

Social cognition is defined as a new field in psychology which emphasizes cognitive processes. It is concerned with how people interpret and construct their social environment. Selected aspects of this field are reviewed. These include perceptual salience, causal attributions, and indirect ability communications. Their pertinence to the educational process is examined. Mainstreaming gives rise to a set of often unnoticed consequences that are anticipated and partially explained by cognitive social psychologists. The perceived causes of achievement outcomes, the antecedents that influence causal judgments, and some of the consequences of attributional beliefs are examined. Teachers unintentionally use indirect communications which carry low ability messages to students. The following apparently positive actions could have negative consequences for self-esteem: praise for success at an easy task, excessive help especially when it is not sought, and expressions of pity for failure. Psychologists interested in self-perception believe that a specified praise/blame pattern, helping, and sympathy may lower self-perception of ability. Positive actions which may negatively influence self-perception of ability are frequently expressed toward the handicapped, ethnic minorities, and females. The report attempts to illustrate the connection between person perception and education. (DWH)

ED222576 TM820741

Haney, Walt

What Could Be Done Differently with NAEP?

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Aug 82
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies; Cost Effectiveness; *Educational Assessment; Evaluation Methods; Federal Programs; Needs Assessment; Planning; Policy Formation; Program Design; *Research Utilization; Testing Programs; *Test Interpretation; *Test Use; Test Validity
Identifiers-*National Assessment of Educational Progress; National Institute of Education

A needs assessment of the National Assessment of Educational Progress (NAEP) is presented. It deals with cost, design and technical issues, and utility. Suggestions include cost reduction via assessment schedule cutbacks and re-use of released NAEP exercises; and a shift from federal to private funding by selling NAEP exercises with interpretative materials to schools or individuals. A major unresolved question concerns the validity of inferences which can be drawn from the aggregated results. NAEP validation procedures constitute content validation. However, content validation does not necessarily constitute validity evidence at all, if validity evidence must bear on the interpretations that are warranted on the basis of test or assessment results. This means that more work needs to be done on the construct validation of the NAEP results as they are now commonly interpreted, i.e., with results aggregated across exercises. NAEP needs to become more clear in reporting aggregate results by specifying the facets of variance over which it is, and is not, attempting to generalize. Two strategies are suggested for the utility of NAEP results: developing norms for NAEP exercises, and making NAEP exercises and data more readily available to independent investigators. (PN)

ED222577 TM820754

Croll, Paul R.

Computerized Adaptive Testing System Design: Preliminary Design Considerations.

Office of Personnel Management, Washington, D.C.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.
Report No-NPRDC-TR-82-52
Pub Date Jul 82
Note-53p.; Available in microfiche only, due to small print in figures and appendix.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults; *Computer Assisted Testing; *Computer Programs; Microcomputers; Minicomputers; *Occupational Tests; *Psychological Testing; *Systems Development
Identifiers-*Adaptive Testing; Department of Defense

A functional design model for a computerized adaptive testing (CAT) system was developed and presented through a series of hierarchy plus input-process-output (HIPO) diagrams. System functions were translated into system structure: specifically, into 34 software components. Implementation of the design in a physical system was addressed through brief discussions of hardware, software, interfaces, and personnel requirements. Further steps in CAT system development were identified, including design testing, evaluation, and refinement. Both micro- and mini-computer-based hardware configurations were evaluated and found capable of supporting test administration and station monitoring. The functional design model and the system structure specified in this report were recommended for the Department of Defense CAT system. (Author)

ED222578 TM820755

Aiken, Lewis R.

The Case for Oral Achievement Testing.

Pub Date [79]

Note-15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests; *Evaluation Methods; Interpretive Skills; *Speech Skills; Student Attitudes; Test Construction; Testing Problems; Test Reliability; *Test Use; Test Validity; *Verbal Tests

Identifiers-*Oral Examinations

The research literature on oral achievement testing is reviewed, and advantages and disadvantages of oral tests are described. A number of suggestions are made for improving the objectivity, reliability, and validity of oral tests. The results of a survey of the attitudes and experiences of a selected sample of college students with regard to classroom tests in general and oral tests in particular are presented. It is concluded that oral achievement testing is useful in certain situations, particularly when both test and students are carefully prepared. When carefully planned, administered, and evaluated, oral achievement tests are fairly reliable assessments of abilities and skills, many of which are inadequately measured by written objective or essay examinations. Nevertheless, oral testing is not popular with students, and teachers who employ it must prepare the examinees--both cognitively and emotionally--as well as the test questions. (Author/PN)

ED222579 TM820756

Fennessey, James; Salganik, Laura Hersh

Credible Comparison of Instructional Program Impact: The RAGS Procedure. Report No. 328.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Aug 82
Grant-NIE-G-0080-8
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains; Elementary Secondary Education; *Models; *Pretests Posttests; Program Effectiveness; Reliability; Research Problems; *Research Tools; Statistical Analysis; Test Interpretation
Identifiers-*Rescaled and Adjusted Gains within Stratum

An explicit model identifying 10 relevant components of achievement gain scores has been developed. Based on that model, all students under consideration are stratified according to individual observed pretest score, and achievement gains are measured relative to the average and range of gains among students in the same prescore stratum. The resulting index, RAGS, is based on the Rescaled and Adjusted Gains within Stratum. Stratification by prescore controls well for the the biases identified in the decomposition of gain scores, and so allows the fairest practical comparison of program impacts. The RAGS reports also provide other data that allow educational managers to compare detailed impact patterns. By viewing the RAGS indices as useful approximations, and by institutionalizing a systematic procedure for critiquing and refining the index construction process, educators have available one major component of an overall program assessment system that is informative, feasible, and self-improving. (Author)

ED222580 TM820759

Robertson, Scott P.; And Others

Alterations in Memory for Text by Leading Questions.

Spons Agency-Alfred P. Sloan Foundation, New York, N.Y.

Pub Date Mar 82

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Modification; *Cognitive Processes; Comprehension; *Concept Formation; Learning Processes; *Memory; *Questioning Techniques; *Recall (Psychology)

Two experiments were conducted to test three hypotheses related to comprehension. The hypotheses were: that actions are harder to modify than states; that implications or inferences from modified concepts would also change in memory; and that propagation of modifications would be less likely to states than to actions. The first experiment tested the direct modifiability of actions versus states and the propagation of modifications from actions to states versus modifications from states to actions. Results indicated states are initially easier to modify than actions. Propagation of modification through memory occurs, especially from states to related actions. In the second experiment, all possible pairs of actions and states were filled out. The demands on the subjects' processing were increased in several ways. Results indicated propagation of misleading information from states to related actions and, less strongly, from actions to related states. The least propagation occurred to related states. States were not typically inferred. The experiments confirmed the hypothesis that question answering is an integrated memory search update process, and representation of narratives is "action oriented." Further systematic study should be conducted to determine how questions and memory interact. This knowledge would provide educators with a more effective teaching tool. (DWH)

ED222581 TM820761

Williams, Teresa Ernestine; Loyd, Brenda H.

Attractiveness of "Black English" Foils: An Examination of a Potential Source of Item Bias.

Pub Date Mar 82

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Dialects; Black Students; Dialect Studies; *Grammar; *Item Analysis; *Language Research; Language Tests; Linguistic Performance; Multiple Choice Tests; *North American English; Standardized Tests; *Test Bias; Test Construction; Testing Problems; Test Items; White Students

Identifiers-*ACT Assessment; American College Testing Program

The study investigated the issue of differential selection of foils (incorrect responses) with Black English structures by black and white examinees. Linguistic research revealed systematic differences between Black English and Standard American English. Grammatical and phonological features were important distinctions. Five categories of Black English structures were used to determine the effect of the structure's presence in the foil of an item on the selection of that foil by black and white students. The categories were Tense Formation, The Possessive "-s'," Existential "it," Usage of "like" or "as" in Comparisons, and Relative Pronouns. These structures were used as external verification of bias in items of a standardized English test. A chi-square technique identified several items as having statistically significant chi-squares. These items were linked to particular categories of Black English grammatical structures. Most measurement studies have ignored the linguistic research which delineated systematic differences between Black and Standard English. The information provided by this study would be useful in test construction of standardized examinations. More empirical verification of the differences in the two linguistic systems and their effect on test performance is recommended. (DWH)

ED222582 TM820792

Southwest Parent Education Resource Center. Final Interim Report.
Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 81
Contract No-NIE-400-80-0107
Note-343p.
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Child Development; Elementary Education; *Parent Education; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Principals; School Involvement; Surveys; *Teacher Education; Teacher Role
Identifiers-*Southwest Parent Education Resource Center

In response to the increasing emphasis upon parent involvement in the schools, the Southwest Parent Education Resource Center began a 3-year study of the relationship of parent involvement to teacher education. Increased involvement was seen as a signal of change in teacher-parent interaction and a larger professional role for teachers. The three study areas were a survey of teachers regarding parent involvement in elementary schools; parent education based on parent models of child socialization; and a survey of elementary school principals regarding their attitudes toward parent involvement issues. Teachers supported the need for training to work with parents, and suggested specific competencies in communication and interpretation of educational practices to parents of diverse backgrounds. Varied class and ethnic groups of parents were studied regarding their beliefs and attitudes toward child rearing. Lay parent models of child socialization were identified to prepare guidelines for parent education programming. School principals preferred first hand experience with parents, teachers and other educators to better prepare teachers for parent involvement. Parent participation and training in home learning for children were recommended. (CM)

ED222583 TM820798

Moore, Lawrence

A Follow-Up Study of Adults Who Were Administered the General Educational Development Test in Kentucky during 1976.

Murray State Univ., KY. Office of Extended Education.

Spons Agency-Kentucky State Dept. of Education, Frankfort. Div. of Adult Education.

Pub Date Jun 82

Note-65p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Achievement Gains; *Adult Education; *Educational Attainment; *Educational Benefits; Followup Studies; *High School Equivalency Programs; *Program Effectiveness; Success

Identifiers-Adult Education Amendments 1978; *General Educational Development Tests

This study was designed to measure the impact on the lives of Kentucky adults who were administered the General Educational Development (GED) Test during 1976. The impact is measured in terms of employability, productivity, and responsibility as outlined in the Adult Education Act of 1966, as amended in 1978. Elements of this survey in determining what effects have occurred in the lives of adults who successfully attempted the GED are discussed. The successful GED candidate is more employable, more productive in terms of income, further education and training, and more responsible toward civic responsibilities. The dependent group of learners which emerged from the study were assisted in their educational pursuits by adult education programs and fared nearly equal to the success rate of the independent learner with no GED test battery preparation. The average number of years of school completed was the common success factor. The findings were based on the returns of adults after 5 years had elapsed following testing. Changes were reported in income levels, employment status, education, and reasons for completing the GED. (Author/CM)

ED222584 TM820799

Adwere-Boamah, Joseph

Getting More Information from School District Surveys with Goodman's "Modified Regression Approach."

Pub Date [80]
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Measures; Elementary Secondary Education; Evaluation Methods; *Mathematical Models; *Maximum Likelihood Statistics; Predictive Measurement; *Predictor Variables; *Regression (Statistics); Statistical Analysis
Identifiers-*Categorical Data; *Logit Analysis; Log Linear Models

The development of new statistical methods of log-linear models by Leo Goodman has led to major advances in the statistical analysis of categorical data. Goodman's logit analysis, (the simplest form of log-linear models) can be applied in evaluation studies to estimate the "main effects" and "interaction effects" of categorical explanatory variables on a dichotomous dependent variable. Logit analysis is analogous to multiple regression analysis of a continuous dependent variable. It is a "modified regression approach" in place of the linear model of multiple regression, and the estimation procedure is maximum likelihood. The logit model was used with hypothetical data to analyze and predict classroom teachers' attitudes toward proficiency tests based on dichotomous explanatory variables of ethnicity, teaching grade level, and sex of the teachers. The partial regression coefficients were calculated and used to find main effects and interaction effects. Additive and saturated models were used to find the independent logit model in which the criterion analyzed reflects the expected odds of attitude as a function of the explanatory variables. An analysis of the indices of the magnitude of contribution is provided. (CM)

ED222585 TM820800

Georgia Kindergarten Assessment of Communication Arts and Number Understanding: Test Administrator's Manual and Test Items. A Criterion-Referenced Approach.

Georgia State Dept. of Education, Atlanta.

Pub Date Sep 80
Note-203p.; Form 802.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Cognitive Measurement; *Communication Skills; Criterion Referenced Tests; *Kindergarten; *Number Concepts; Primary Education; *Skill Development; State Programs; *Student Evaluation; Testing Programs; Test Items; Test Use

The Kindergarten Assessment Project test to provide diagnostic instructional information to the teacher on individual student cognitive skills in Communication Arts and Number Understanding is presented. The criterion-referenced test cuts across the domains of social-affective functioning, perceptual-psychomotor functioning, and cognitive-language functioning. Each test item assesses a specific skill objective. Communication Arts goal areas include listening, speaking, reading and writing, and Number Understanding goals include number/numeration, measurement, geometry and money. The 36 test objectives are described with the matching test items and a materials list. The manual includes instructions to the teacher for test preparation, test administration, and completion of records. The complete set of test items and worksheets are organized in goals sections designed to be administered independently or as a whole. Two item types are administered on an individual or small group basis. Examples of Student Record Sheets and Class Profile Sheets are provided. (CM)

ED222586 TM820801

Introduction to the National Assessment of Education Progress SAS and SPSS System Files.

Applied Systems Inst., Inc., Washington, DC.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 26 May 82
Note-76p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adults; *Computer Programs; Curriculum; *Data Analysis; *Databases; *Educational Assessment; Elementary Secondary Education; *National Programs; Sampling
Identifiers-*National Assessment of Educational Progress; Statistical Analysis System; Statistical Package for the Social Sciences

The National Assessment of Educational Progress's (NAEP's) Public-Use Data tapes (22 tapes) contain data for several national samples of one particular age-group (9-, 13- or 17-year-olds or adults between the ages of 26 and 35) who were assessed in a particular learning area (citizenship/social studies, mathematics, reading, and science). In order to enhance the ease of using NAEP data for National Institute of Education (NIE) and other secondary analysts and researchers NIE produced full Statistical Analysis System (SAS) and Statistical Package for the Social Sciences (SPSS) systems versions of NAEP data, for use at the National Institute of Health (NIH) IBM installation. After all tapes are processed, there will be 7 SAS tapes and 8 SPSS tapes containing 25 SAS Data Bases and 202 SPSS system files. SAS Data Bases will contain 202 SAS Data sets. This document is designed as a reference for users who have had some exposure to SAS, SPSS and Job Control Language (JCL). It is not intended as a tutorial introduction, either to SAS programs or to SPSS programs. (Author/CM)

ED222587 UD022297

Schensul, Jean J.; And Others

Community-Based Research and Approaches to Social Change: The Case of the Hispanic Health Council.

American Educational Research Association, Washington, D.C.

Pub Date 81

Note-26p.; Not available in paper copy due to institution's restrictions.

Available from-Frank Besag, School of Education, University of Wisconsin, P.O. Box 413, Milwaukee, WI 53201 (write for price).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Programs; *Cooperative Programs; *Educational Anthropology; *Educational Change; *Educational Improvement; Elementary Secondary Education; Ethnography; Health Programs; Hispanic Americans; Nontraditional Education; Program Descriptions; *Research Projects; *School Community Relationship; Systems Approach

This article reviews six programs that have applied anthropological concepts, methods, and research to implementing change in American schools, school districts, and communities. The programs are: (1) the West Philadelphia (Pennsylvania) Free School, an experimental alternative education program that emphasizes freedom, individualized instruction, and community participation in learning; (2) the Appleton School Project (Chicago, Illinois), which used a systems approach to school change; (3) the Latino Mother-Infant Project (Chicago, Illinois), which incorporated anthropological research findings into a prenatal education program for Mexican Americans; (4) the Puerto Rican Research and Training Project (Hartford, Connecticut), designed to develop ethnographic researchers in the Hispanic community and collect information on education related problems; (5) the Comprehensive School Based Health projects (Hartford, Connecticut), which utilized school-community collaboration to train students for health careers and generate health data; and (6) the Houston (Texas) Independent School District's evaluation and program monitoring activites directed by an educational anthropologist. Characteristics common to the programs include: use of a systems approach for educational change; emphasis on program implementors' ability to scan and evaluate the environment in solving problems; use of research, especially collaborative research; community involvement; consideration of learning theory; and long-term commitment of anthropologists. (Author/MJL)

ED222588 UD022527

Rubin, Victor; And Others

Children's Out-of-School Services and the Urban Fiscal Crisis.

California Univ., Berkeley.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Nov 80
Grant-G-80-0004
Note-186p.; A publication of the School of Law, Children's Time Study. Some tables marginally legible.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Children; City Government; *Community Services; *Cultural Activities; Economic Factors; Equal Facilities; Family Characteristics; *Financial Problems; Libraries; Local Government; Museums; Policy Formation; Political Influences; Recreational Facilities; *Recreation Finances; Summer Schools; Urban Areas; Urban Problems
Identifiers-*California; *Proposition 13 (California 1978); Time Studies

The impact of urban financial crises on the provision of recreational and cultural services for children, primarily by local governments, is explored. Emphasis is on the effects upon California's children's services of Proposition 13, a tax relief initiative limiting property taxes in that State. Data from an Oakland, California, survey are presented to provide background on the characteristics of children who use such services as parks, museums, libraries, and zoos, and on the frequency of service use. This is followed by a description of the political and economic contexts of services provision, including decision making processes and financial considerations. It is emphasized that, while public support of Proposition 13 was not a mandate to reduce or eliminate children's services, the resulting reduction in government revenues had that adverse effect. County and local government responses to the need for austerity in a period of financial crisis (such as closing of service site, staff reductions, user fees, and private sponsorship), and the inadequate consequences of these responses for different children, are described. In conclusion, the future of children's services is considered. (Author/MJL)

ED222589 UD022535

Rogler, Lloyd H.; And Others

A New Conceptual Framework for Mental Health Clinical Service Research on Hispanic Populations.

Fordham Univ., Bronx, N.Y. Hispanic Research Center.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 82

Grant-1-R01-MH-30569-03

Note-29p.; Funded by the Minority Group Center.

Available from-Hispanic Research Center, Fordham University, Bronx, NY 10458 (write for price).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Clinical Diagnosis; Cultural Influences; *Hispanic Americans; Language Role; Literature Reviews; Measurement Techniques; *Mental Health; *Mental Health Clinics; Mental Health Programs; Models; *Psychiatric Services; Psychological Evaluation; Psychotherapy; Rehabilitation; *Research; *Research Needs; Social Influences

Identifiers-*Hispanic Research Center NY

This report examines selected studies on the search for and utilization of mental health facilities among Hispanic populations and presents a framework for research on mental health services for Hispanics. Shortcomings of available data on this topic are reviewed. The research framework proposed is based on the assumption that clinical service research spans a hypothetical time sequence, beginning when a person experiences mental distress and ending when the person resumes his or her customary social role after undergoing therapy. An explanation of modifications in the present model is followed by discussion of five phases of research: (1) psychiatric epidemiology, (2) utilization of mental health facilities, (3) psychiatric assessment, (4) therapeutic modalities, and (5) post-treatment rehabilitation. Studies planned by the Hispanic Research Center (Fordham University, New York) are described as examples of research in these areas. (Author/MJL)

ED222590 UD022538

Haley, Gay Lyons

Children's Story Comprehension as a Function of Socioeconomic Status, Problem Solving Training, and the Order of Free Recall.

Pub Date [80]

Note-39p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Blacks; *Listening Comprehension; *Preschool Children; Preschool Education; Problem Solving; *Short Term Memory; Skill Development; *Socioeconomic Status; Story Telling; *Training Methods

Black preschoolers were studied for the effects of memory enhancing training strategies, socioeconomic status, and the order of free and cued recall on story comprehension. The study also tested the utility of Kintsch's expository text analysis procedures in describing the structure of children's stories and children's oral recall of stories. In one study group, researchers introduced verbal/kinetic strategies (dramatization to solve protagonists' conflicts in stories), while in the other, verbal/symbolic strategies (use of language to describe abstract concepts and summarize the conflict in stories) were used. After training, subjects listened to a story and recalled it in either of two orders: (1) free recall, followed by cued recall through questions; or (2) cued recall followed by free recall. Children's recall was analyzed for fluency, personalized comprehension, and quality of comprehension. The Kintsch Text Analysis Procedure proved useful for identifying semantic and structural elements of the story and the presence of intrusion and inference in recall. Middle class children demonstrated better comprehension than lower class children. Both training strategies helped to improve memory, but verbal/kinetic strategies produced more positive effects than verbal/symbolic strategies. Finally, children showed more coherent story recall in immediate free recall than in recall after questioning. (Author/MJL)

ED222591   UD022541

Evaluating the School for Multicultural Education. A Handbook. Multicultural Education Resource Series.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Jun 82

Note-85p.; A publication of the Office for Equity Education.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Bilingual Education; Check Lists; Community Characteristics; Curriculum Evaluation; Data Collection; *Educational Assessment; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Institutional Characteristics; *Multicultural Education; *Needs Assessment; Parent Participation; School Community Relationship

Identifiers-Lau V Nichols; Washington

This handbook provides guidelines to help school districts to assess local conditions and needs relating to multicultural education. Part 1 contains an evaluation checklist outlining information to look for and questions to ask in evaluating a school. The checklist considers: 1) school philosophy, objectives, and educational commitments; 2) characteristics and needs of the community; 3) school district and school characteristics, management, and organization; 4) curriculum, educational programs and services, facilities, and personnel; and 5) parent involvement. Possible sources of data are suggested. Part 2 contains a needs assessment instrument consisting of separate survey questionnaires for administrators, community members, school staff, and students, designed to elicit perceptions of school needs in multicultural education. Instructions and tools for data analysis are provided to help the survey administrator in (1) classifying questions and responses under the areas of curriculum, governance, parent/community involvement, personnel, facilities funding, or student service; and (2) using the responses to identify specific need areas and the persons, policies, and procedures involved. Part 2 also contrasts federal guidelines for bilingual education with guidelines for transitional bilingual programs formulated by the State of Washington. (Author/MJL)

ED222592 UD022547

Fragomen, Austin T., Jr., Ed.; Tomasi, Lydio F., Ed.

In Defense of the Alien. Volume I. Immigration Law and Legal Representation. Proceedings of the Annual Legal Conference on the Representation of Aliens (Washington, D.C., March 2-3, 1978). First Edition.

Center for Migration Studies, Inc., Staten Island, N.Y.

Report No-ISBN-0-913256-41-2

Pub Date 79

Note-140p.; For related documents, see UD 022 548-550. Not available in paper copy due to institution's restrictions.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Civil Liberties; *Court Litigation; *Federal Legislation; *Illegal Immigrants; Immigrants; *Legal Aid; Migrant Employment; Political Influences; Population Growth; *Public Policy; Refugees

Identifiers-Carter Administration; *Deportation; Immigration and Naturalization Service

The articles in this volume present the views of government representatives and others on law and policy affecting aliens, especially undocumented aliens, in the United States. Part 1 of the volume deals with legal rights and legal representation. Individual papers discuss the role and activities of the Immigration and Naturalization Service; aliens' legal rights in interrogation, detention, and arrest situations; deportation and exclusion proceedings; guidelines for lawyers representing aliens who face deportation or criminal charges; legal rights in the visa process; and procedures for appeal, judicial review, and motion practice in cases involving aliens. Papers in part 2 deal with possible law and policy changes to regularize the legal status of aliens or improve their plight, specifically addressing: current issues in immigration policy; policy developments and proposals for aliens under the Carter administration; criticisms of the Carter proposals; how immigration policy relates to labor policy, foreign policy, population growth, and naturalization; and legislative proposals concerning undocumented aliens. Contributers include Leonel J. Castillo, Austin T. Fragomen, Jr., Herman L. Bookford, Maurice A. Roberts, Jack Wasserman, Cornelius D. Scully, Peter Schey, Charles Gordon, Leonard F. Walentynowicz, Annie M. Gutierrez, David Crossland, Anthony J. Bevilacqua, Charles B. Keely, and Sam Bernsen. (Author/MJL)

ED222593 UD022548

Fragomen, Austin T., Jr., Ed.; Tomasi, Lydio F., Ed.

In Defense of the Alien. Volume II. Immigration Law and Legal Representation. Proceedings of the Annual Legal Conference on Alien's Rights: Options for the 1980s (Washington, D.C., March 29-30, 1979). First Edition.

Center for Migration Studies, Inc., Staten Island, N.Y.
Report No-ISBN-0-913256-53-6
Pub Date 80
Note-176p.; Not available in paper copy due to institution's restrictions. For related documents, see UD 022 547-550.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Civil Liberties; *Court Litigation; *Federal Legislation; Federal Programs; Foreign Countries; Foreign Policy; *Illegal Immigrants; Immigrants; International Relations; *Legal Aid; Mexicans; Migrant Employment; *Public Policy; Social Services
Identifiers-Arab States; Deportation; Immigration and Naturalization Service; Mexico; *Select Commission Immigration Refugee Policy; Social Security

This collection of papers from a 1979 legal symposium presents the views of government representatives and experts from the private sector concerning the rights of legal and illegal aliens in the United States, international trends in aliens' rights, and immigration/refugee policy options and issues for the 1980s. Issues considered include: (1) continuing Immigration and Naturalization Service efforts to improve treatment of undocumented aliens in the United States; (2) basic rights of aliens; (3) employment rights under immigration law; (4) rights to due process in deportation and exclusion proceedings; (5) legal problems that may arise in consulates abroad; (6) problems of undocumented Mexican workers in the United States and efforts to resolve these problems; (7) alien eligibility for government benefits; (8) discretionary relief from deportation; (9) guidelines for lawyers seeking appeals and judicial review of deportation orders; (10) international and U.S. immigration and refugee policies; (11) government and private perspectives on immigration policy issues; (12) rights to asylum in the United States; and (13) trends in migrants' rights in the Arab countries. Contributors include Leonel J. Castillo, Austin T. Fragomen, Jr., Sam Bernsen, Peter Schey, Stephen Fischel, Hugo B. Margain, Herman L. Bookford, Jack Wasserman, Donald F. Heisel, Elizabeth J. Harper, Charles Gordon, Charles B. Keely, Doris M. Meissner, and Georges Dib. (Author/MJL)

ED222594 UD022549

Fragomen, Austin T., Jr., Ed.; Tomasi, Lydio F., Ed.

In Defense of the Alien. Volume III. Immigration Law and Legal Representation. Proceedings of the Annual Legal Conference on the Representation of Aliens (New York, New York, March 20-21, 1980). First Edition.

Center for Migration Studies, Inc., Staten Island, N.Y.
Report No-ISBN-0-913-256-55-2
Pub Date 80
Note-119p.; Not available in paper copy due to institution's restrictions. For related documents, see UD 022 547-550.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Church Role; *Civil Liberties; Demography; *Federal Legislation; Humanitarianism; Illegal Immigrants; *Immigrants; *Labor Force; Migrant Employment; *Public Policy; Refugees; *Social Services; Socioeconomic Influences
Identifiers-Fourth Amendment; New York (New York); Select Commission Immigration Refugee Policy

This volume presents viewpoints of immigration law experts, policy makers, and representatives from the private sector on reforms of U.S. immigration/refugee law and policy proposed by the Select Commission on Immigration and Refugee Policy. Areas analyzed include effects of immigration and immigration policy on the U.S. population and on the labor market; proposals to adopt the guest-worker programs of Europe in the United States; effects and implications of immigration in New York City; areas of needed revision in exclusion and deportation policy; social needs of undocumented aliens and possible responses of social and religious agencies; social attitudes toward undocumented aliens; and the status of enforcement of the Fourth Amendment in immigration law and of the labor certification requirement as it applies to aliens. Contributors include Doris M. Meissner, Charles B. Keely, Michael S. Teitelbaum, David S. North, Edwin P. Reubens, Carol Bellamy, Sam Bernsen, Maurice A. Roberts, Anthony J. Bevilacqua, Jay Mazur, Norman Hill, Klaus Feldman, Austin T. Fragomen, Jr., and Leon Wildes. (MJL)

ED222595 UD022550

Tomasi, Lydio F., Ed.; And Others

In Defense of the Alien. Volume IV. U.S. Immigration Today. Proceedings of the Annual National Legal Conference (Washington, D.C., March 26-27, 1981).

Center for Migration Studies, Inc., Staten Island, N.Y.

Report No-ISBN-0-913256-59-5

Pub Date 82

Note-125p.; Not available in paper copy due to institution's restrictions. For related documents, see UD 022 547-549.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Civil Liberties; Economic Factors; *Federal Legislation; Humanitarianism; *Illegal Immigrants; *Immigrants; Law Enforcement; *Migrant Employment; Migration; Political Influences; Public Opinion; *Public Policy; Quotas; Refugees; Social Influences; Social Services

Identifiers-Amnesty; Deportation; Immigration and Naturalization Service; *Select Commission Immigration Refugee Policy

This volume presents viewpoints of government representatives, legal experts, economists, and private sector representatives on recommendations for reforms in U.S. immigration policy and legislation submitted to the President and to Congress by the Select Commission on Immigration and Refugee Policy. Included are: (1) a report of issues considered in formulating the Commission's recommendations; (2) how the Commission dealt with deportation and exclusion policy; (3) a personal view of the Commission's operations and shortcomings; (4) criticism of the Commission report as lacking data-based analysis and understanding of the determinants of migration to the United States; (5) critiques of recommended immigration selection and restriction procedures; and (6) analyses of the implications of the proposed changes for Federal agencies, civil liberties exponents, the Mexican American Legal Defense and Education Fund, organized labor, local government, the private sector, and others. Authors include Lawrence H. Fuchs, Sam Bernsen, Peter A. Schey, Rose Matsui Ochi, John E. Nahan, Cornelius D. Scully, III, Karen M. Deasy, Austin T. Fragomen, Jr., Roger L. Conner, Lindsay Grant, David Carliner, Antonia Hernandez, Julian L. Simon, Jay Mazur, Carol Bellamy, and Grace Montanez Davis. (MJL)

ED222596 UD022552

Nieto, Sonia

Curriculum and Teacher Training in Bilingual Education: A Vision for the 80's.

Pub Date Mar 80

Note-19p.; Paper presented at the Eastern Regional Conference on Hispanic Educational Issues: La Proxima Decada (New York, NY, March 7-8, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education; *Bilingual Education Programs; Bilingual Instructional Materials; Community Involvement; *Cultural Awareness; *Cultural Pluralism; Curriculum Development; Elementary Secondary Education; Higher Education; Parent Participation; Program Effectiveness; Research Needs; *Teacher Education; Teacher Role

While much has been done in the area of bilingual education since Title VII was passed in 1968, some changes in the direction of programs should be made. Advances have occurred in systematizing curriculum development, producing more materials, developing teacher competencies, and generating greater interest in bilingual education. However, preservice education has prepared few teachers to work with minority students and in bilingual programs. Furthermore, teacher education has not addressed the prevailing tendency, reflected even in national policy and legislation, to view bilingual education programs as remedies for the problems of non-English speakers, and to emphasize language more than culture in such programs. Redirecting bilingual education requires that: (1) programs integrate culture and history into the curriculum, thus reflecting the aims of parents who initially called for bilingual education for their children; (2) bilingual education not be identified with compensatory education, which assumes that speaking a language other than English is a limitation; (3) teacher education emphasize field training, humanistic approaches, the teacher's role as change agent, and training of paraprofessionals; (4) curriculum development consider the many factors surrounding schooling and students' lives; and (5) research focus on elements leading to quality and effectiveness in bilingual education. (Author/MJL)

ED222597 UD022554

An Evaluation of the Banneker High School Program.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
Pub Date Aug 82
Note-124p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement; Career Planning; *Experiential Learning; Extracurricular Activities; High Schools; Institutional Characteristics; *Parent Attitudes; School Community Relationship; *School Effectiveness; Secondary School Curriculum; Self Concept; *Student Attitudes; Student Characteristics; *Teacher Attitudes
Identifiers-*Banneker High School DC

The new Banneker High School Program was established in 1981 to provide a college preparatory program combining rigorous academic study with related community experiences for District of Columbia students. Evaluation of the program in 1981-82 was based on school records, interviews with school personnel, and questionnaire responses of Banneker's teachers, students, and parents. Data were collected on school characteristics; academic and extracurricular programs; teachers' background, training, and opinions about the Banneker program; students' background, experiences at Banneker and at schools previously attended, opinions about self, attitudes toward the school, and future plans; and parents' opinions about the school and observations about their children's attitudes/behavior before and since attending Banneker. Findings revealed that: (1) Banneker students scored above national norms on standardized achievement tests; (2) students were self motivated, had positive self concepts, and were confident about their ability to go to college and graduate school; (3) students regarded the Banneker program highly; (4) students identified difficulty of courses, amount of homework, and poor study habits or lack of study skills as hindrances to achievement; (5) teachers would recommend Banneker for academically talented students; and (6) parents were satisfied with the program at Banneker. Recommendations for improving the Banneker school program were based on the evaluation findings. (Author/MJL)

ED222598 UD022555

Prewitt-Diaz, Joseph O.; Munoz, Gaisel

A Reliability Study of the WISC with Puerto Rican Children (Grades K-9) in Puerto Rico.

Pub Date 80

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Influences; *Culture Fair Tests; Elementary Secondary Education; *Intelligence Tests; *Puerto Ricans; Spanish Speaking; *Testing Problems; *Test Reliability; Translation

Identifiers-Puerto Rico; *Wechsler Intelligence Scale for Children

A Spanish translation of the Wechsler Intelligence Scale for Children (WISC) was tested for reliability among kindergarten to ninth grade Puerto Rican children. The study was prompted by the concern expressed in previous studies that translated and adapted intelligence tests, which have been standardized primarily with children of one culture, do not account for cultural differences and therefore may not reflect the actual intellectual capacity of children of other cultures. From the test results, the researcher computed coefficients of reliability; item difficulty indices; item and subtest correlations; and mean scores for verbal intelligence, performance intelligence, and full intelligence. Findings of higher performance over verbal scores were similar to findings of previous studies. The mean intelligence quotient was 109.9. Comparatively, an earlier study, which also tried out the WISC translation among Puerto Ricans, yielded a mean score of 88.01, 12 points below the American mean. The results of the present study suggest that the WISC is appropriate for measuring intelligence among Puerto Rican children. (Author/MJL)

ED222599 UD022557

Fishburn, Katherine

Women in Popular Culture: A Reference Guide.

Greenwood Press, Westport, Conn.
Report No-ISBN-0-313-22152-9
Pub Date 82
Note-267p.
Available from-P.A. Kobasa, Greenwood Press, 88 Post Road West, P.O. Box 5007, Westport, CT 06881 ($29.95).

Document Not Available from EDRS.

Descriptors-*Females; *Feminism; *Popular Culture; *Sex Role; *Sex Stereotypes; Social Attitudes; Social Influences; *Social Status; Womens Studies

This book explores how women have been portrayed in various forms of American popular culture over the years. In an introductory section, it is suggested that popular culture has generally used women to represent a social mythology that is built around women's subordinate status, a position that current feminists reject. Chapter 1 reviews books and printed materials that provide general histories of American women and historical accounts of womens' rights, social policy, and women's participation in the professions. Chapters 2 to 6 examine the role and image of women as portrayed in popular literature; magazines and magazine fiction; film; television; and advertising, fashion, sports, and comics. Chapter 7 reviews theoretical studies concerning women in popular literature. Appendices include bibliographies, biographies, and information guides related to women in popular culture, a chronology of significant dates and events, and a list of research centers and institutions involved in women's studies. (MJL)

ED222600 UD022559

Leftwich, C. W.; Sochockyj, Mary

Education and the Courts: Reflections on Reality.

Pub Date Nov 79
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes; *Community Attitudes; Community Involvement; *Compliance (Legal); *Court Role; *Desegregation Litigation; Elementary Secondary Education; *Laws; Public Opinion; *School Desegregation

The manner in which the United States courts have attempted to establish the validity of remedies and gain public acceptance of court orders in desegregation issues has encouraged public resistance to desegregation laws. In education related matters, the courts usually call on the expertise of lawyers and university professionals who have little contact with public education. Monitoring commissions established to provide information on implementation of court orders are composed of people who lack legal knowledge, are unrepresentative of the public school constituency, and may be biased. Responsibility for implementing desegregation orders that incorporate educational achievement goals is assigned to the administrative structures under which the need for remediation developed. Hence, most witnesses in litigation have thrived in the systems under assault, and may be defensive. The minorities who constitute most urban school populations feel powerless in demanding accountability from systems administered by personnel of a majority race and higher socioeconomic status. Finally, court decisions are based on inadequate data generated by poorly managed school systems. To improve the situation, judges must understand the school systems concerned in desegregation orders; frame orders in language that cannot be misinterpreted; and reassess the viability of attaching educational achievement goals to desegregation orders. (Author/MJL)

ED222601 UD022560

Ambert, Alba N.

Assessment of Hispanics: Shifting the Burden.

Pub Date 7 Mar 80

Note-21p.; Paper presented at the Eastern Regional Conference on Hispanic Educational Issues: La Proxima Decada (New York, NY, March 7, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; *Cultural Influences; *Educational Diagnosis; Elementary Secondary Education; *Hispanic Americans; Limited English Speaking; Measurement Techniques; *Minority Groups; *Student Placement; Test Bias; *Testing

The need for appropriate diagnostic and measurement tools for Hispanics and other minority students is emphasized by: (1) problems experienced in properly placing students in language programs as mandated by the provisions of the 1974 "Lau versus Nichols" court decision; (2) the likelihood that Hispanic students will perform poorly in current minimal competency tests that do not reflect their cultural educational experiences; and (3) the overrepresentation of Blacks and Hispanics in special education classes. No one test can fairly evaluate any child. What is needed is a set of multiple assessment techniques that will explore the child's total development. Such techniques would include criterion referenced tests, systematic observation, language dominance and language proficiency testing, medical evaluation, use of home environment data, and determination of children's learning styles. In addition, the quality of evaluation should be assured through continuous monitoring, recruitment of competent evaluators, and emphasis on the teacher's role in guaranteeing fair evaluation of the child. (Author/MJL)

ED222602 UD022562

Kumar, Vasant; Bergstrand, Joy

Follow-Up of High School Non-Completers, 1967-1976.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.; Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency-Wisconsin Advisory Council on Vocational Education, Madison.

Pub Date Mar 79

Note-274p.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Career Counseling; *Dropout Attitudes; Dropout Prevention; *Dropouts; *Economic Status; *Educational Attainment; *Educational Attitudes; Employment Level; Followup Studies; High Schools; *Individual Characteristics; Vocational Education

Identifiers-*Wisconsin

This report describes a study on the characteristics, economic achievement, and educational status of dropouts who left selected Wisconsin high schools in 1967-68, 1972-73, and 1975-76. The report discusses the background and objectives of the study, the research methods used, survey findings, and conclusions. Among the findings are that (1) more nonwhites than whites dropped out of school; (2) unemployment was greater among dropouts than in the general population; (3) the number of dropouts receiving public economic aid was higher than the State average; and (4) most respondents did not resume schooling to earn high school diplomas, and the majority of those who did earn diplomas reported having graduated from vocational/technical schools. Other information presented includes respondents' descriptions of their jobs; reasons for unemployment; reasons for dropping out; attitudes toward school; reported receipt of counseling services; and characteristics of vocational/technical training received after dropping out of high school. Some recommendations for meeting needs of potential and actual dropouts in Wisconsin are presented. (MJL)

ED222603 UD022563

Nicassio, Perry M.

Empirical Dimensions of Adjustment among the Indochinese Refugees.

Pub Date 26 Aug 82
Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (Washington, DC, August 26, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment); *Alienation; *Indochinese; Interpersonal Relationship; Language Proficiency; *Refugees; *Self Concept; *Socioeconomic Influences
Identifiers-Illinois

A survey among Indochinese refugee household heads in Illinois investigated (1) relationships among indicators of socioeconomic, psychosocial, and sociocultural dimensions of adjustment; and (2) the effect of length of residence in the United States on these indicators. The indicators included measures of feelings of alienation and self concept in the new environment; differences among the subjects' perceptions of themselves, of other Indochinese, and of other Americans; English language proficiency; extent of American media use; number of American friends; membership in American organizations; socioeconomic and employment status; receipt of welfare payments; and car and home ownership. In general, (1) the most alienated refugees had negative self concepts and saw themselves and other Indochinese as different from other Americans; (2) English proficiency was positively correlated with media use and number of American friends; (3) lower socioeconomic status was predictive of greater alienation; greater differences among perceptions of self, other Indochinese, and other Americans; negative self concept; fewer American friends; poorer English proficiency; and less media use; (4) English proficiency was positively correlated with self concept and negatively correlated with alienation; and (5) length of residence in the United States significantly affected all the variables examined. (Author/MJL)

ED222604 UD022564

Browning, Pamela; And Others
The Decline of Black Farming in America.
Commission on Civil Rights, Washington, D.C.
Pub Date Feb 82
Note-203p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Agricultural Production; *Blacks; *Civil Rights Legislation; *Farmers; *Federal Aid; *Federal Programs; Financial Support; Land Acquisition; Public Policy; Racial Discrimination; *Socioeconomic Influences
Identifiers-Department of Agriculture; *Farmers Home Administration

The rapid decline in the number of farms operated by blacks in the United States, and the consequences of this decline on the conditions of black farmers are the focus of this report. Chapter 1 compares the rate of agricultural land loss from 1900 to 1978 among blacks and whites. Chapter 2 outlines historical conditions, such as racism, lack of institutional economic support, and possession of only marginal landholdings, that contributed to black land loss in the past. Chapter 3 discusses how these historical factors, together with current economic practices that favor large farm operations, have placed black farmers in a disadvantaged, noncompetitive position which threatens their occupational survival. Chapter 4 reviews programs of the U.S. Department of Agriculture's (USDA's) Farmers' Home Administration (FmHA) to help black farm operators to keep their land, and analyzes data on black participation in these programs in 1981. Chapter 5 examines USDA's civil rights enforcement activities and assesses their impact on FmHA's loan services to minorities. It is suggested that FmHA's potential to help farmers to work on their land has not been realized because of racial discrimination that civil rights enforcement in USDA does not effectively address. Recommendations for improving this situation are presented. (Author/MJL)

ED222605 UD022565

Barbarin, Oscar A., Ed.; And Others
Institutional Racism and Community Competence.
Public Health Service (DHHS), Rockville, Md.
Spons Agency-National Inst. of Mental Health (DHHS), Rockville, MD.
Report No-DHHS-ADM-81-907
Pub Date 81
Grant-3R13-MH-28827-01
Note-254p.; For related documents, see UD 022 566-585. Presentations given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Community Role; Cultural Pluralism; *Human Services; Institutional Environment; Minority Groups; Organizational Climate; *Racial Attitudes; *Racial Bias; *Racial Discrimination; *Social Environment; Theories
Identifiers-*Institutional Racism

This is a collection of papers and research reports presented at a conference that focused on mental health issues and on individual, organizational, and community competence in relation to institutional racism. The report is divided into five sections. Section 1 discusses theoretical models of racism and community competence (community effectiveness in providing support systems for the physical and psychosocial needs ot its members). Section 2 emphasizes the importance of considering cultural pluralism in examining racism, provides a basis for understanding the cultural development and problems of minority groups, and suggests ways in which human services may serve diverse populations. Section 3 explores how forms of institutional racism vary in different settings, such as business, education, mental health, and the community as a whole, and suggests what might be done to reduce racism in particular contexts. Section 4 describes different approaches and instruments for measuring racism. Finally, section 5 presents various interventions for reducing racism in organizations, in education, and in the community. (Author/MJL)

ED222606 UD022566

Barbarin, Oscar A.

Community Competence: An Individual Systems Model of Institutional Racism.

Pub Date 81

Note-14p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).

Available from-Not available separately; see UD 022 565.

Document Not Available from EDRS.

Descriptors-Blacks; *Community Responsibility; Community Role; *Community Services; Elementary Secondary Education; Employment Opportunities; Equal Education; Health Services; Housing Discrimination; *Minority Groups; Models; Racial Bias; *Racial Discrimination; *Social Systems

Identifiers-*Institutional Racism

Analysis of racism has shifted in focus over the years from concentration on individual/interpersonal processes to considerations of organizational variables that maintain racist outcomes. The concept of organizational or institutional racism refers to processes, behaviors, policies, or procedures that covertly sanction unequal access to goods and services and produce negative outcomes for nonwhites (as compared to outcomes for whites). Institutional racism may be analyzed within a framework that identifies competent communities as those that provide informal support systems for members, are highly cohesive, and encourage diversity. Under the community competence model, institutional racism is defined as the differential provision of employment, nousing, education, health/mental health serivces, and other social services to minority versus nonminority members. This model suggests that promoting community competence depends on interaction between individual and system factors through: (1) information exchange between individuals and systems; (2) matching of minority problem solving styles with solutions available in the larger social system; and (3) recognition of diversity in minority communities. (MJL)

ED222607 UD022567

Padilla, Amado M.

Competent Communities: A Critical Analysis of Theories and Public Policy.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date 81
Grant-MH-24854
Note-10p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).
Available from-Not available separately; see UD 022 565.
Document Not Available from EDRS.
Descriptors-Community Role; *Cultural Differences; Ethnic Bias; *Minority Groups; Public Policy; *Racial Bias; *Social Problems; Social Science Research; Social Systems; *Social Theories

Blacks, Native Americans, Mexicans, Asians, Hispanics, and other minority groups have managed to survive many consequences of racial/ethnic bias and discrimination in the United States. However, certain theoretical models that social scientists apply to studies of social problems reflect majority group biases that tend to perpetuate discrimination against these groups. The social pathology model, in assuming that social problems result from social diseases in the individual, fails to locate alternative causes of problems in the larger society. The social deviance model tends to concentrate responsibility for deviant behavior to minority groups, rendering majority groups largely nondeviant. The social disorganization model has been used to demonstrate that disintegration of values among certain minorities has led to their own group disorganization, although evidence to the contrary has been presented in several studies. Finally, the cultural deficit model assumes the universality of dominant group standards, considers the absence of those standards in other groups as deficiencies, and does not recognize the advantages of knowing other languages and cultures. To reduce racism, social science research must be made more objective and scientifically valid. Furthermore, a cultural strength model for studying the competence of communities as support systems must be developed. (Author/MJL)

ED222608 UD022568

Siskind, Judith A.

Cross-Cultural Issues in Mental Health: Minority Perspectives.

Pub Date 81

Note-13p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).

Available from-Not available separately; see UD 022 565.

Document Not Available from EDRS.

Descriptors-American Indians; Asian Americans; Blacks; *Community Services; Counselor Client Relationship; *Counselor Role; Cultural Influences; *Ethnicity; Hispanic Americans; Identification (Psychology); *Mental Health; *Minority Groups; *Psychiatric Services; Racial Bias; Racial Discrimination; Sociocultural Patterns

This paper discusses mental health service issues for minorities who confront racism and pressures toward conformity to middle-class standards and at the same time feel the need to explore their own history and values. The paper describes group identity as a source of adaptive mechanisms for coping with discrimination and then reviews themes in the literature on philosophy, family patterns, and cultural characteristics of Blacks, American Indians, Hispanics, and Asian Americans. The literature on mental health service delivery to minorities is also examined, and sources of unequal or differential treatment of minority and White clients are identified. Recommendations are offered for improving mental health services for minorities, including: (1) exploring alternative explanations for behavior; (2) awareness of the racist environment that minority clients live in; (3) self-exploration among professional mental health service providers to develop greater understanding of minority outlooks; (4) maintaining respect for clients' ethnic identities; (5) use of networks of community services and support in therapy as alternatives to traditional service provision methods; and (6) creating conditions that enhance the power of minority groups to achieve their own goals. (Author/MJL)

ED222609 UD022569

Chin, Jean Lau

Institutional Racism and Mental Health: An Asian-American Perspective.

Pub Date 81

Note-12p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).

Available from-Not available separately; see UD 022 565.

Document Not Available from EDRS.

Descriptors-*Acculturation; Adjustment (to Environment); *Asian Americans; *Chinese Americans; Cultural Influences; *Ethnic Discrimination; Ethnicity; *Ethnic Stereotypes; Federal Legislation; Identification (Psychology); Mental Health; *Psychiatric Services; Public Policy

Identifiers-*Identity Crisis

Positive stereotypes of contemporary Asian Americans have negative consequences for this minority group. The belief that Asian Americans are successful and have overcome prejudice and discrimination obscures the historical fact that legislation has curtailed Asian American civil rights and sanctioned harassment of Asians by public authorities and private citizens. Chinese Americans, for instance, currently have lower socioeconomic status then Whites, receive low priority on human services, confront distorted Asian American images in print, and face hostility from other groups. Traditional Chinese cultural values which serve to maintain a sense of Chinese ethnic identity become sources of identity crisis among Chinese Americans who are struggling to adapt to the new environment. Commonly held stereotypes about Asian Americans tend to intensify identity conflicts. These considerations have implications for mental health services for Asian Americans. Mental health professionals working with this group must: (1) recognize cultural differences that invalidate the definition of pathological behavior as behavior that deviates from that of the majority; (2) understand the damaging effects of stereotypes; (3) refrain from overgeneralizing and "double binding" (simultaneously encouraging and devaluing certain behaviors); (4) appreciate immigration as a traumatic process; (5) differentiate between individual and group identity; and (6) encourage the development of a bicultural identity through the integration of cultures. (Author/MJL)

Torres-Matrullo, Christine

Mainland Puerto Rican Communities: A Psychosocial Overview.

Pub Date 81
Note-11p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).
Available from-Not available separately; see UD 022 565.
Document Not Available from EDRS.
Descriptors-Acculturation; Adjustment (to Environment); *Community Services; Cultural Influences; *Culture Conflict; Family Structure; Hispanic Americans; *Identification (Psychology); Mental Health; *Mental Health Programs; Migration; Models; *Psychiatric Services; *Puerto Ricans; Socioeconomic Status
Identifiers-*Identity Crisis; Pennsylvania (Philadelphia); Puerto Rico; United States

Successful delivery of mental health services to Hispanic Americans depends on understanding the sociocultural variables that produce conflict for this group. For Puerto Ricans on the United States mainland, identity problems arising from Puerto Rico's historical and social circumstances are aggravated by the need to deal with cultural and language barriers in the United States. In adjusting to the dominant culture, mainland Puerto Ricans often experience identity crises, personality problems, and family conflicts. To deal with Puerto Rican mental health problems, professionals have adapted existing models of service provision for Hispanics in establishing community programs. The Professional Adaptation Model emphasizes training for mental health center staff in Hispanic cultures. The Family Adaptation Model stresses the family role in providing emotional support for members. The Barrio Service Center Model has been the basis for establishing neighborhood centers for economic, informational, and social support services. The Hanneman Community Mental Health Center (CMHC) in Philadelphia, Pennsylvania, has developed a service system model that integrates these approaches. CMHC both offers consultation on Puerto Rican culture and on services for Puerto Ricans to other agencies and community groups and provides a range of nontraditional mental health services to the Puerto Rican community. This center illustrates the flexibility required to meet the psychological service needs of Hispanic Americans. (Author/MJL)

ED222611 UD022571

Jones, Ferdinand

White Racism and Africanity in the Development of AFro-American Communities.

Pub Date 81

Note-8p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).

Available from-Not available separately; see UD 022 565.

Document Not Available from EDRS.

Descriptors-African Culture; Black Attitudes; Black Community; Black History; *Blacks; *Community Role; *Coping; Cultural Influences; *Group Unity; Identification (Psychology); Psychological Characteristics; Racial Attitudes; *Racial Bias; Self Concept; *Slavery; Whites

The construction of hypotheses concerning blacks in America requires an understanding of two enduring influences on collective black experience: (1) whites' treatment of blacks as slaves and (2) West African culture that helped to shape black adaptation to the conditions engendered by slavery. White racist attitudes and the psychological distance that whites kept between themselves and blacks under slavery strengthened African cultural values of cooperation, community, and strong family ties and fostered a supportive black social structure, a unique black culture, and a consciousness of race. Negative black behavior during slavery and at present, viewed in the context of the hostility and violence perpetrated by whites against blacks in America, emerged as blacks' adaptive responses for their survival in inhumane conditions. Factors that contributed to the slaves' psychological survival include (1) genetic selection; (2) ability to adjust to harsh realities; (3) self-esteem; (4) community support; and (5) creativity. This perspective on blacks under the slave system suggests the hypotheses that in current black communities, human support networks are more important than institutional structures for emotional survival and that white racism and black traditions continue to affect blacks' perceptions of themselves individually and in communities. (Author/MJL)

ED222612 UD022572

Pharr, O. Martin; Barbarin, Oscar A.

School Suspensions: A Problem of Person-Environment Fit.

Pub Date 81
Note-15p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).
Available from-Not available separately; see UD 022 565.

Document Not Available from EDRS.

Descriptors-Black Students; *Educational Environment; Junior High Schools; Minority Groups; School Desegregation; *Student Adjustment; *Student Attitudes; *Student Behavior; *Student School Relationship; *Suspension

A study among black male junior high school students examined the degree to which school suspension was related to individual fit with the school environment. "Fit" referred to the congruence between a student's perceptions of school environment (as indicated by educational values, activity preferences, perceptions of racism and school problems, affective ratings of school staff, and problem solving styles) and the school's goals and expectations. Results indicated that, compared to students who had not been suspended during the school year, suspended students (1) demonstrated behavior, problem solving strategies, and perceptions of school that were less compatible with the demands of the educational process; (2) were generally less satisfied with the school's interpersonal environment; (3) preferred avoidance or aggressive strategies for solving problems; (4) relied less on school personnel for solving conflicts; and (5) were less satisfied with the school's mechanism for controlling students. In general, the nonsuspended students demonstrated a better fit with the school environment. These findings suggest that some aspects of the school environment may pose difficulties for students of diverse cultural backgrounds and that schools could make adjustments to minimize poor fits between suspended students and school expectations. (Author/MJL)

ED222613 UD022573

Willie, Charles V.

In Dallas, School Desegregation is a Business Affair.

Pub Date 81

Note-6p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).

Available from-Not available spearately; see UD 022 565.

Document Not Available from EDRS.

Descriptors-*Citizen Participation; *Desegregation Plans; Elementary Secondary Education; Minority Groups; Political Influences; *School Business Relationship; *School Desegregation

Identifiers-*Texas (Dallas)

The business community in Dallas, Texas, has had considerable influence in developing a school desegregation plan for the Dallas Independent School District. Business leaders' interest in school desegregation stemmed from a desire to maintain a good business climate in a community whose tranquility, they felt, was being threatened by emerging school desegregation issues. Because school desegregation was a highly controversial community issue, business leaders took a planning approach that deviated from the way that the influential business sector had operated in the community in the past. The task force established to formulate the desegretation plan comprised members of different racial/ethnic groups and minimized the role and influence of whites in decisionmaking. There have been solid accomplishments in education as a result of interracial planning for school desegregation. Yet, the definition of success for the Dallas plan appears to be based not so much on what has been accomplished as on how it has been accomplished. The role that business has played in the Dallas desegregation effort suggests that, by generating the trust of minority groups, powerful sectors in other communities can have a significant impact on the problems of school desegregation. (Author/MJL)

ED222614 UD022574

Salipante, Paul F., Jr.

Employment Discrimination and Organizational Efficiency.

Pub Date 81

Note-10p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).

Available from-Not available separately; see UD 022 565.

Document Not Available from EDRS.

Descriptors-Affirmative Action; Business; *Cost Effectiveness; Economic Factors; *Efficiency; *Employer Attitudes; *Employment Practices; *Equal Opportunities (Jobs); Organizational Change; Personnel Policy; *Racial Discrimination

Managers' claims that reducing employment discrimination will lead to higher costs and decreased personnel efficiency in organizations are not supported by theory or empirical evidence. Economic theories, in fact, indicate that discrimination does not have a rational economic basis and that reducing discrimination should lead to increased, rather than decreased, efficiency in the long run. Analysis of discriminatory practices in hiring, selection, placement, and promotion within organizations demonstrates that, while truly equitable employment practices may result in greater costs and reduced efficiency in the short run, most the negative efficiency and cost impacts tend to be temporary. Futhermore, many existing discriminatory practices are not attributable to efficiency considerations. Proponents of employment equity should understand the economic concepts in the efficiency versus discrimination issues in order to distinguish between accurate and fallacious arguments and turn efficiency arguments in their favor. In dealing with racial attitudes of organization members, various mechanisms to reduce discrimination may be employed, depending on the organizational sector and type of discrimination being addressed. (Author/MJL)

Bowser, Benjamin P.

Racism and Mental Health: An Exploration of the Racist's Illness and the Victim's Health.

Pub Date 81

Note-7p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).

Available from-Not available separately; see UD 022 565.

Document Not Available from EDRS.

Descriptors-Black Community; Black Culture; *Blacks; *Community Role; *Coping; Cultural Influences; *Mental Disorders; *Mental Health; Psychiatric Services; Racial Attitudes; *Racial Bias

The field of mental health has had difficulty in developing an adequate conceptualization of racism as a mental health problem. Based on conventional classifications of mental illness, racism might be described as a functional disorder. The racist, however, appears quite normal except for a paranoid disorder in the area of racial relations. The more obvious impact of racism tends to appear in the victim of racist actions. Hence it is often only the victim, and not the racist, who emerges as severely dysfunctional and in need of professional care. Obviously, further exploration of the nature of racism as a mental health problem requires a perspective on mental illness that differs from the conventional view. In exploring racism and community mental health, the source of successful coping among blacks should be an important area of study. The fact that the black rates of institutionalization are not higher than they are, considering the devastating effects of racism, suggests that support from black community life has a significant influence on the emotional resiliency of blacks. (Author/MJL)

ED222616 UD022576

Barbarin, Oscar A.; And Others

Mental Health Among Blacks: The Relevance of Self-Esteem, Commitment to Social Change, and Paradoxical Attributions.

Pub Date 81
Note-11p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).
Available from-Not available separately; see UD 022 565.
Document Not Available from EDRS.
Descriptors-*Activism; Black Attitudes; *Blacks; *Coping; Cultural Influences; *Locus of Control; *Mental Health; Models; Personality Traits; Racial Differences; *Self Concept; Whites

This paper evaluates models of positive mental health for their applicability to blacks and describes three studies that examined self-esteem, locus of control, and commitment to social change as critical dimensions of effective functioning and mental health among blacks. The first study examined racial differences in self-evaluation by subjecting black and white students to a memory task and having them evaluate themselves. No racial differences were found in self-evaluation, but blacks' responses to feedback suggested that blacks, more than whites, may rely on cues from the social environment. The second study explored associations between social commitment, self-esteem, and psychosocial competence among black adolescents. A complex pattern of relationships was found among the three variables; based on this pattern, two models for describing black coping styles were developed. The third study investigated how locus of control predicts political activism among black undergraduate students in a predominantly white university. A somewhat paradoxical effect was found in that more activist blacks felt personally responsible for what happened to them individually but saw the external system as a major determinant of what happens to blacks generally. (Author/MJL)

ED222617 UD022577

Mayas, Jean-Marie B.

Attributing Race from News-Reported Crime.

Pub Date 81
Note-9p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).
Available from-Not available separately; see UD 022 565.
Document Not Available from EDRS.
Descriptors-*Blacks; *Crime; *Criminals; News Media; *News Reporting; *Racial Attitudes; Racial Differences; *Social Attitudes; Whites

This study investigated whether readers of newspaper crime reports make assumptions about the racial identity of criminals from news accounts that make no explicit race references. Simulated crime stories given to respondents were experimentally varied on the factors of (1) urban character of the crime location (urban versus suburban), (2) ethnic character of the crime location (white versus nonwhite), and (3) type of crime (violent versus nonviolent). Results indicated that: (1) urban character and ethnic character of crime location interacted to produce relatively high tendencies to attribute crimes to blacks in all given locations except the suburban/white area; (2) violent crimes were generally attributed to blacks, while nonviolent crimes were attributed to whites; (3) more whites than blacks tended to attribute crimes to blacks; and (4) neither dependence on mass media (newspapers or television) nor knowledge of the race of criminals in previous victimization experiences affected the respondents' tendency to attribute crimes to a certain race. (Author/MJL)

ED222618 UD022578

Hurley, Daniel J.; And Others

An Empirical Study of Racism in Community Functioning.

Pub Date 81
Note-12p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).
Available from-Not available separately; see UD 022 565.
Document Not Available from EDRS.
Descriptors-*Black Community; Blacks; *Community Characteristics; *Community Resources; Community Satisfaction; *Community Services; Community Study; Racial Discrimination; *Racial Factors; *Resource Allocation; Whites
Identifiers-*Institutional Racism

This study applied a systems-based theoretical framework for analyzing community functioning to investigate differences in the functioning of a black and white community and to determine whether apparent deficits in the black community may be attributed to institutional racism. Data consisted of an inventory of existing community resources and a survey among resource providers and users in each community. Results indicated that: (1) respondents in both communities expressed satisfaction with their community; (2) black community respondents reported more deficits in service resources (a perception that was consistent with the inventory data); (3) there were significant differences between the communities in reported resource availability, resource utilization, problem solving processes, and influence channels; and (4) black community respondents relied more on informal, internal community processes, while white community respondents relied more on formal community mechanisms and external channels. The results supported the hypothesis that community functioning is influenced by the racial structure of the community. Deficits in the black community seemed to be attributable to the differential nature of the black versus the white community's resource exchange with the larger social system, suggesting the presence of institutional racism. (Author/MJL)

ED222619 UD022579

Barbarin, Oscar A.; Gilbert, Renee

Institutional Racism Scale: Assessing Self and Organizational Attributes.

Pub Date 81
Note-25p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).
Available from-Not available separately; see UD 022 565.
Document Not Available from EDRS.
Descriptors-Equal Opportunities (Jobs); *Measurement Techniques; Minority Groups; *Organizational Climate; Organizations (Groups); *Racial Attitudes; *Racial Bias; *Racial Discrimination; *Rating Scales
Identifiers-*Institutional Racism

The Institutional Racism Scale (IRS) was developed to assess how individuals look at racism, engage in activities to reduce racism, and view organizational commitment to the reduction of institutional racism. Existing methods for evaluating racism provided a framework for developing the scale. The final instrument generated after testing and revision of an original scale consisted of 72 items grouped into 6 subscales, including (1) indices of racism (2) strategies for reducing racism, (3) strategies for reducing racism effectiveness, (4) personal efforts to reduce racism, (5) agency climate for racism, and (6) managememt efforts to reduce racism. Administration of the scale to different groups provided additional information on the influence of race (minority versus nonminority) and reference group (white college students, government personnel, and participants in a conference on institutional racism) on individual perceptions of racism. In general, the minority and conference groups (as opposed to the nonminority group, college students, and government personnel) were more sensitive to occurrences of racism, used more strategies to reduce racism, viewed these strategies as more effective, perceived more racism in organizations, and had less favorable views of their administrators' behavior in regard to reducing racism in the organization. (Author/MJL)

ED222620 UD022580

Allen-Claiborne, Joyce G.; Taylor, Jerome

The Racialistic Incidents Inventory: Measuring Awareness of Racialism.

Pub Date 81
Note-7p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).
Available from-Not available separately; see UD 022 565.
Document Not Available from EDRS.
Descriptors-Blacks; College Students; *Measurement Techniques; Mental Health; *Racial Attitudes; *Racial Bias; Reliability; Validity; Whites
Identifiers-*Racialistic Incidents Inventory

The Racialistic Incidents Inventory (RII) was developed to measure individual awareness of eight types of racialistic incidents. Racialistic incidents were defined as situations in which behaviors or attitudes are directed toward a particular racial/ethnic group; these may reflect racist or nonracist attitudes. The typology of incidents was obtained by identifying them on three dimensions: (1) setting (whether the racialistic orientation is carried by an individual or an institution); (2) mode of expression (overt or covert); and (3) manifestation (attitudes or behavior). On this basis, one type of racial incident was identified as individual/ overt/attitudinal, another institutional/covert/behavioral, and so on through the eight possible combinations. A revised 156-item inventory was generated after testing the original, longer instrument for validity among undergraduates. Items consisted of statements that subjects rated for the amount of racial prejudicial content, according to a seven-point scale. Along with the RII, the Racialistic Contents Scale (RCS), an instrument to measure racist and nonracist racialistic content in attitudes, was administered to examine relationships between racialist attitudes and awareness of racialist incidents. Results suggested that the extent of one's racialism, racist or nonracist, determines the level of awareness of racialistic incidents. (Author/MJL)

ED222621 UD022581

Fiman, Byron G.

The Difference Indicator: Quantitative Index of Institutional Racism.

Pub Date 81

Note-14p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).

Available from-Not available separately; see UD 022 565.

Document Not Available from EDRS.

Descriptors-Equal Opportunities (Jobs); *Evaluation Methods; Federal Government; Grants; *Measurement Techniques; *Minority Groups; Program Evaluation; *Racial Discrimination; Rating Scales; Research Needs; *Resource Allocation

Identifiers-*Difference Indicator; *National Institute of Mental Health

To measure the extent of racial or sexual discrimination in resource allocation programs of the National Institute of Mental Health (NIMH), the concept of difference indicators was adopted. The difference indicator is a quantitative index that expresses the relationship between actual and expected quantities of any given trait or object. In the context of equal treatment, the notion of expected number would refer to the number of minority persons expected to possess a particular characteristic if race or sex were not related to having that characteristic. The index may yield a value of zero, indicating equal treatment, a negative value, indicating minority underrepresentation, or a positive value, indicating minority overrepresentation in a given program. As applied to NIMH, the difference indicator concept yielded a set of indices for several factors. One index compared total resources allocated to minorities to the amount that would have been allocated to them had they received resources in proportion to their number in the relevant population. Another index compared the proportion of minorities being studied in NIMH-funded research to the proportion of minorities in the national population. The difference indicators model provides a tool through which organizations can plan, implement, and evaluate programs to eliminate institutional racism. (AuthorMJL)

ED222622 UD022582

Hall, Leland K.; And Others

Institutional Racism: An Impediment to Effective Involvement in Community Boards.

Pub Date 81
Note-11p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).
Available from-Not available separately; see UD 022 565.
Document Not Available from EDRS.
Descriptors-*Community Involvement; Community Leaders; *Community Programs; Community Services; Federal Government; Government Role; *Human Services; Mental Health; Minority Groups; *Professional Personnel; *Program Effectiveness; Racial Attitudes
Identifiers-*Community Boards

The ineffectiveness of community boards as avenues for meaningful citizen participation in providing public human services may be traced to problems in service institutions, in communities, and in the boards themselves. In service institutions, community participation in the provision of services is discouraged by: (1) professionals' condescending attitudes toward community residents who are not trained in their field; (2) power struggles within service programs, which have overshadowed concern with community participation; (3) Federal sponsorship's failure to specify the nature of community participation in programs; (4) service professionals' use of strategies to limit community participation; and (5) unavailability of training to prepare community board members for participation in planning. In the communities, residents have found it increasingly more difficult, psychologically and economically, to maintain commitment to programs. On the community boards, three factors have tended to minimize board impact: (1) the fact that board members do not represent most community interests; (2) members' inability to work together; and (3) absence of self-sustaining mechanisms for board members. In general, these obstacles to effective community participation stem from persistent problems of institutional racism. To strengthen community control over service institutions, residents must intervene in community planning, identify potential leaders, and maintain linkages with other community oriented boards. (Author/MJL)

Hurley, Daniel J.; Santos, Alan
Enhancing Community Board Effectiveness.

Pub Date 81
Note-6p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).
Available from-Not available separately; see UD 022 565.
Document Not Available from EDRS.
Descriptors-Accountability; *Community Involvement; *Community Leaders; *Community Programs; *Human Services; Mental Health; *Program Effectiveness; Program Evaluation
Identifiers-*Community Boards

The effectiveness of the community board in the mental health system specifically and in human service systems generally depends, to a large extent, on how the board's role and scope are defined and how its organizational structure and staffing procedures are developed. The development of community boards should be based upon the premises that (1) human services are responsible to the communities being served and (2) boards must represent fairly the diverse interests of heterogeneous groups in the community. The role and scope of a community mental health board may include identifying community mental health needs based on relevant data, establishing goals and assigning priorities for resource distribution, and assessing the impact of programs and requiring staff accountability for program effectiveness. The board's organizational structure should be informal and task focused and should encourage board members' actual involvement in the community. Board members should be able to effectively represent diverse community groups. Training experiences should be provided to enhance board members' ability to plan programs relevent to needs. By operating along these principles, a community board can ensure that programs will deliver resources based on need and that processes/policies that perpetuate institutional racism will not survive. (Author/MJL)

Sedlacek, William E.; Brooks, Glenwood C., Jr.
Eliminating Racism in Educational Settings.
Pub Date 81
Note-7p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).
Available from-Not available separately; see UD 022 565.
Document Not Available from EDRS.
Descriptors-*Administrator Attitudes; *Attitude Change; *Behavior Change; *Change Strategies; Conferences; Elementary Secondary Education; *Racial Attitudes; *Racial Bias

The Cultural Study Center at the University of Maryland, College Park, has developed an approach for eliminating racism in white-oriented educational institutions by changing the attitudes and behaviors of those who control the system. The model is designed to be implemented as a conference consisting of six stages, each with its own particular issues, that consultants and conference participants are to explore in developmental sequence. The stages involve: (1) exploring cultural and racial differences; (2) understanding how racism operates; (3) examining racial attitudes; (4) identifying sources of racial attitudes; (5) exploring what kinds of behavior and attitude changes might be made; and (6) determining how these changes can be achieved. Application of the model in two separate conferences for administrators of a large urban school system and a small rural school system resulted in mixed outcomes. Some participants were eager to learn and change, while others remained uninterested and uninvolved. Many participants felt uneasy about the conference content. At the end of the conference, several participants expressed interest in increasing efforts to understand racism. The ultimate test of conference success, however, will be its effects in the long run. (Author/MJL)

ED222625 UD022585

Good, Paul R.

Federal Interventions to Eliminate Racism through Legislation and Administrative Procedures.

Pub Date 81

Note-14p.; Paper originally given at the Annual Community-Clinical Workshop (6th, Lanham, MD, November 4-6, 1976).

Available from-Not available separately; see UD 022 565.

Document Not Available from EDRS.

Descriptors-*Civil Rights Legislation; Court Litigation; Equal Opportunities (Jobs); Federal Government; *Federal Legislation; Minority Groups; *Program Effectiveness; *Program Evaluation; *Public Policy; *Racial Discrimination

Efforts by the executive, legislative, and judicial branches of the Federal Government to eliminate racial discrimination through policies that guarantee civil rights, increase minority opportunity, and reduce social class inequality have only been partially successful. Infrequent coordination among the three branches and lack of total commitment to enforcement of antidiscrimination law and policy have delayed the achievement of full social equality. In the employment sector, where numerous executive orders, laws, and judicial decisions to encourage fair employment practices have been imposed, minorities continue to hold disproportionately large numbers of low-status jobs and to exhibit higher unemployment rates than nonminorities. A 1976 General Accounting Office (GAO) assessment of the Equal Employment Opportunity Commission suggests that the Commission has had only minimal impact in improving minority employment status. While the GAO assessment fails to consider some important factors, the study can be used as a structural model for evaluating the effectiveness of other Federal interventions to eliminate racism. Another study suggests that criteria for evaluating such Federal interventions may include organizational efficiency, extent of research-based information used, enforcement strategies, support of or resistance to policy, and comprehensiveness of policy. (Author/MJL)

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President's Report in Response to the Governor's Request on Reducing the Scope of the University of Wisconsin System.
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A Report to the Thirty-Third Legislature, State of Arizona, on the Feasibility of Establishing a Branch of Arizona State University in Western Maricopa County.
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